THE NEW CITY ENGLISH BOOKS

SIXTH YEAR

BAYNE GOLDBERGER

613

THE NEW CITY ENGLISH BOOKS

SIXTH YEAR

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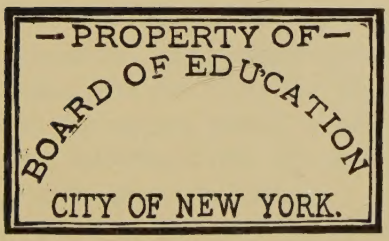

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PREFACE

The aim of this book is to offer the teacher a practical aid in solving the language difficulties of the city child. This is accomplished both by constructive and by corrective measures. The following features of the book will be found especially helpful:

1. Definite standards are set up to be achieved in each grade in oral as well as in written work. At the very outset the pupil is made to understand, by means of an easily administered diagnostic test, in what respects his previous knowledge of the subject falls short of the desired standard. It then becomes an easier matter to overcome the pupils deficiencies by directing him to the lessons especially intended to overcome such deficiencies.

2. "A conscious, vigorous, and systematic attempt" is made to acquaint the children with such words as should be in their vocabularies. The word lists given for each grade have been checked with the Thorndike Word List and are also adapted to the subject matter of the grade. These words have been introduced into the content of language exercises, word drills, games, and stories.

3. Language games are provided to supplement and vary regular practice work in many topics.

4. Oral English is stressed throughout, not merely as a pedagogic handmaiden to written English, but for its own sake and as an end in itself. Attention is directed to the two aims of oral English upheld in this book:

a. The establishing of a situation which is so interesting that it provokes voluntary expression.

b. A procedure for directing the pupil's expression so that the process is not merely an exercise, but grows out of a natural situation involving an interested audience and an enthusiastic speaker.

5. Technical points in oral as well as in written English are taught, applied, tested, and reviewed persistently. The review work of each grade summarizes all the problems of the preceding grades.

6. Definite progressive training in self-criticism is provided throughout the book to the end that the pupil may become his own best critic.

Grateful acknowledgment is made of the courtesy of the authors and publishers who have allowed the use of poems in this book: The Century Company for "The Household Fairy" by Alice Huling from *St. Nicholas Magazine;* Harper and Brothers for "Etiquette" from *The Laughing Muse* by Arthur Guiterman.

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SIXTH YEAR—FIRST HALF

What You Ought to Know

Have you mastered the lessons in English which you studied last year? These tests will tell you. If they reveal any weaknesses in your command of your mother tongue, make up your mind to correct them at once. You will do better sixth-year work if you have a good foundation in the correct practices in English usage which have been taught you up to this time.

I. Use the correct expression in the following sentences:

1. We can't hear (*no, any*) echo in the cave.
2. My friend is the (*more, most*) skillful of us two.
3. He looks (*like, as if*) you might entrust him with the message.
4. If the pipe (*don't, doesn't*) burst, we shall be lucky.
5. The game astonished the captain and (*I, me*).
6. Did you eat any of (*them, those*) choice berries?
7. (*Most, almost*) every day I roam through the different rooms in the museum.
8. Who was the jolly fellow singing so merrily? It was (*I, me*).
9. You require more material for a dress than (*I, me*).
10. In a leap from a window he hurt (*hisself, himself*).

11. He (*must have, must of*) been impatient to get home.
12. I like (*them, those*) views of the mountains.
13. The ladies were astonished to see that dog of (*yours, yourn*) perform his tricks.
14. (*This, this here*) little boy is too bold.
15. Why (*don't, doesn't*) someone (*teach, learn*) him his place?
16. (*Will, shall*) I require a ticket for the entertainment?
17. There wasn't (*any, no*) laughter when the man fell.

II. Use the correct form of the words in parentheses in the following sentences:

1. The captain having promised aid (*do*) all he could.
2. She complained of a headache and (*lie*) down to rest.
3. These birds have (*fly*) all the way from Iceland to New York.
4. Quickly the boat (*draw*) near to the sinking sailor.
5. They (*wear*) hardly any clothing.
6. After my plunge I (*hang*) my suit out to dry.
7. In defiance of orders, the maid (*ring*) the dinner bell.
8. The vessel (*sink*) to a depth of twenty feet.
9. Merrily the jolly campers (*sing*) their songs at night.
10. You might have (*choose*) a more patient follower.
11. Striding proudly before the regiment, the drummer (*beat*) the signal for advance.
12. The pitcher (*throw*) a straight ball.
13. My uncle has (*write*) me, offering me a choice of gifts.
14. Only a bold thief could have (*break*) into this room.
15. Was anything (*steal*)?
16. I have (*speak*) to you from my heart.
17. They plunged into the water and were almost (*freeze*).

18. Our hungry boys (*come*) into the dining-room.
19. Is it possible that no one (*see*) them?

III. Rewrite the following paragraph, using capitals and punctuation marks where necessary:

benjamin franklin was the american minister to the court of france he told john paul jones to sail around the coast of england and scotland and sink british trading vessels as the british had sunk american ships the french gave john paul jones a new man-of-war which he called the bon homme richard in honor of poor richards almanac

IV. Write a letter to a friend telling about some interesting thing which happened recently in school or at home.

V. Your friend wants you to come to his house. You want him to come to yours. Write the conversation which you carried on, using the exact words which you think he would say to you, and the exact words in which you would ask him to come to your house. Begin in this way: My friend———said

VI. Write a paragraph of four or five sentences, using one of the following as a topic sentence:

1. The more haste, the less speed.
2. I had a good time at———.
3. Some people are never satisfied.
4. I could tell that the house belonged to a rich man.
5. He was a dangerous-looking fellow.

VII. Copy a stanza of poetry selected by your teacher.

The Boy Who Would Not Give Up.

1. Telling a Story

The Boy Who Would Not Give Up

A storekeeper once wanted a bright, active boy to help him. He put a notice in the paper, and the next morning at nine o'clock twelve boys appeared at the store to apply for the position. The man found it very difficult to choose from among them.

After thinking a little while, he said, "Boys, you all want this position, but I can employ only one of you. I am going to use a rather odd method of finding which boy will best fill my needs."

In a post beside the storekeeper's desk was a nail with the head showing just a little. "See here!" said the storekeeper. "The first boy who strikes that nail on the head with this walking stick two times out of three trials shall have the place."

One of the boys jumped up at once, saying, "I'll do it!" He took the stick and walked steadily up to the nail. Whack! He struck on the right side. He tried again. Whack! This time he struck on the left side. Once more, whack! This time he struck beneath the nail, and his three chances were gone.

All of the boys tried, but not one succeeded. When the test was ended, the man said, "I am very sorry, but all of you have failed. I cannot take any of you."

The notice appeared in the paper again the next morning,

and another group of boys came to the store. In this new group the merchant noticed a boy who looked familiar.

"You were here yesterday, were you not?" he asked.

"Yes, sir," replied the boy.

"You could not hit the nail then. Can you hit it now?"

"I think I can," was the boy's answer.

He took the stick and walked straight up to the nail.

Whack! The head of the stick fell plumb on the top of the nail. Once more the boy stepped up. Another whack! and again the stick fell plumb on the head of the nail.

"Now do it again!" said the merchant. Whack! and the third time the boy hit the nail on the head.

"Very good!" cried the merchant. "Now tell me how you managed to do it."

"When I left here yesterday," replied the boy, "I knew the thing must be possible, because you asked us to do it. I thought that if I kept on trying, I could do it. So I went home and found a hammer, a nail, and an old broomstick. I went into the yard, drove a nail into the fence, and practiced hitting the nail with the broomstick. In time I found I could do it two times out of three. I went on practicing all day until I could do it every time I tried, and I got up this morning and practiced an hour before breakfast."

"You are the boy for me!" cried the man.

Read the story of "The Boy Who Would Not Give Up." Why did the merchant find it hard to choose a boy? Why did he choose the method which he tried? What method would you have chosen? Why did he

choose the boy who could hit the nail on the head? What proverb does this story illustrate?

Oral Exercise

Here are some advertisements for positions. For which of them could you honestly apply? Discuss in class some ways in which you could show the employer that you possess the qualities that are wanted. For example, you might give references from your teacher to show that you are dependable. How could you prove that you are courteous?

Wanted: Bright lad; must speak clearly.
Wanted: An industrious boy, absolutely dependable.
Wanted: Intelligent girl, courteous to strangers.
Wanted: Ambitious boy, willing to work.
Wanted: Keen young girl, rapid at figures.

A Class Dramatization

Choose pupils to act the story of "The Boy Who Would Not Give Up." Most of the necessary dialogue can be found in the story. Make up any other speeches that are needed.

A Class Project

Make up a little play in which several boys or girls apply for one of the positions advertised above. Decide what the applicants must try to do and say. Let the class help the employer to determine which applicant is to have the position.

2. The Sentence

Read the following:

1. John runs very quickly.
2. What is your name?
3. The whistle shrieks.
4. Where are you going?
5. Let's have a picnic.
6. Please bring me a glass of water.

Each of these groups of words expresses a complete thought. We call such a group of words a **sentence.**

Read these lines:

1. In a garden
2. From now on
3. Around the corner
4. Just as soon as
5. When you come home
6. In terror
7. Looked content
8. At that moment
9. As a result
10. A glass of water

These groups of words are not sentences because they do not express complete thoughts.

A sentence is a group of words expressing a complete thought.

Every sentence begins with a capital letter.

Exercise

I. Read the following groups of words. Tell which are sentences.

1. The inkwell stands on the desk
2. Bright growing flowers

3. Take care
4. Many a time
5. The man was contented
6. The place where you live
7. Of what games are you fond
8. Manhattan Island is surrounded by water
9. She would not look at me
10. I am curious about this new game
11. We had no idea you could not swim
12. Just then the door opened
13. Father listened without replying
14. He appeared to be satisfied
15. I thought it best to keep quiet

II. Each of the following expressions needs something to make it a sentence. Make a complete sentence from each group of words.

1. Worked all day
2. From day to day
3. Without delay
4. Once upon a time
5. Neither you nor I
6. Expecting a letter
7. In utter dismay
8. In this manner
9. He stood in need of
10. As a result
11. I marveled at
12. Listening to
13. In the meantime
14. He stood firmly
15. Listening intently
16. Being curious about
17. With a stout heart
18. While that was happening

3. Good Form in Writing a Composition

You know that you look much better and feel much better when your face and hands are clean and your

clothes are brushed. A composition, also, looks much better when it is neat and orderly.

Examine the model composition paper below. Notice the wide margin on the left and the smaller margin on the right. This makes the composition stand out like a picture from a frame. The left-hand margin should be about one inch wide, and the right-hand margin one-half inch.

P.S. 305 Man. John Daniels
Class 6A^2 December 18, 1930

(*skip one line*)

The Storekeeper's Test

(*skip one line*)

A storekeeper once wanted a bright, active boy to help him.

Notice the way in which the number of the school, the class, the writer's name, the date, and the title of the composition are arranged at the head of the paper.

Notice that a line is omitted both before and after the title of the composition.

Notice that the first line of the composition is indented. The first word of every paragraph should be written one inch to the right of the left-hand margin. Indenting each paragraph helps the reader to know when you begin a new topic.

Written Exercise

I. Recalling the story on page 5, complete the following groups of words to make sentences:

1. The boy obtained the position because . . .
2. Many boys tried, but . . .
3. The merchant could not choose from among them because . . .
4. The boy practiced until . . .
5. I could do it if . . .
6. I should like to satisfy this man because . . .

II. Write a paragraph of five or six sentences, starting with one of the following topic sentences. Be sure to express each thought in a complete sentence.

1. The storekeeper's test brought out the best boy.
2. The storekeeper's test was unfair.
3. I like the storekeeper's test.
4. The boy selected was the right boy for the job.
5. The storekeeper was a good judge of boys.

Class Criticism. Criticize some of the paragraphs written by the class as they are read aloud. When you criticize a paragraph or a story, form the habit of bringing out both the strong points and the weak points of the story. It is just as important for a writer to know his strong points as it is for him to know his weaknesses and his errors. It is always a good practice to speak of the strong points first.

When the errors and the weaknesses are presented, either give a reason for your criticism or suggest to

the writer a better way of handling the point about which you are speaking. Instead of saying, "John, your opening sentence was poor," say something like this: "John, your opening sentence would have been better had you said ——." Instead of saying, "Joseph, you said *goin'* and *comin'*," say, "Joseph, you should remember to sound the *ng's* on the ends of words like *going* and *coming*." We call criticism of this kind constructive criticism, because it helps the one to whom it is given, by offering him suggestions.

Remember, too, that a courteous tone and manner make a criticism more helpful to the one who is receiving it than does the "finding fault" manner.

On the other hand, every one who wishes to improve his work and to correct his weaknesses should welcome the criticism of his teacher and classmates.

As you criticize each paragraph, keep the following questions in mind:

1. Was the title a good one?
2. Did the topic sentence arouse an interest, so that you wanted to read the story?
3. Did the writer keep to the theme of the topic sentence?
4. Did the writer tell all of the important facts about his story?
5. Did the writer close his story with a good, clear-cut closing sentence?
6. Do you feel that the choice of words was good? Were there any instances of incorrect usage?

4. Statements and Questions

Read these sentences carefully:

1. Who sweeps the streets?
2. The street cleaners sweep the streets.
3. When did the Pilgrims land in America?
4. They landed in 1620.
5. Why is July 4 a holiday?
6. The Declaration of Independence was signed on July 4.

Which of these sentences ask questions? Which tell something, or make a statement? What mark do you see after each question? What mark is placed after each statement?

Every sentence which makes a statement ends with a period.

Each sentence which asks a question ends with a question mark.

Exercise

Tell whether these sentences are statements or questions. Copy the sentences, placing the correct punctuation mark after each sentence.

1. Why is New York City called the Metropolis
2. What train would you take to Philadelphia
3. Who is the mayor of this city
4. America is the land of the free
5. The Dutch settled in New Amsterdam
6. Did you shine your shoes today
7. Exercise is good for the body

8. The train is an hour late
9. Have you seen the Brooklyn Bridge
10. I hear a footstep
11. A good pupil makes a good citizen
12. The flag is still flying
13. Where is the City Hall
14. Who pays for your books
15. We need sunshine and fresh air
16. A neat paper shows an orderly mind
17. Do you study your lessons

Suppose you were to express a thought in a manner which would show that you were frightened. Then, instead of a period, you would use an **exclamation point.** For example,

The Indians are coming!

EXERCISE

I. In your copy of the sentences on pages 13 and 14 place an exclamation point after each sentence that may be read to show strong feeling, such as anger, fear, joy, impatience, or annoyance.

II. Write five sentences which your teacher will dictate. Be sure to put the proper mark of punctuation after each sentence.

5. Good Beginnings

When you talk to the class and when you write a composition, try to interest your audience or your readers at the very beginning. Your first sentence

must attract their attention so that they will want to know the rest of the story. The opening sentence must also tell what your story is about.

Read this paragraph. Notice how the writer catches your attention by his opening sentence. He makes you wonder how he found out what a nickel was worth. Do you think the rest of the paragraph explains the first sentence?

How Much Is a Nickel Worth?

I did not know how much a nickel was worth until yesterday. After school I run errands for a lawyer. Yesterday he told me to take a letter to the Whitehall Building at the Battery. I had just ten cents, for I had spent all the rest of my money for a new bat; but I thought ten cents would be enough for car fare. It was after five o'clock when I delivered the letter. I was going to a party that night and wanted to get home early; so I ran to the subway. I put my hand into my pocket for my last nickel, but I couldn't find it. I turned both pockets inside out. The nickel was gone! There was nothing to do but start to walk. It took me three hours to get to my home on 48th Street. How tired and hungry I was! I went to bed instead of going to the party.

Exercise

I. Read the following pairs of sentences. Decide which sentence in each pair would make the better beginning for a composition.

1. I saw a dog on my way to school this morning.

   On my way to school this morning I saw the queerest sight.

2. Never again will I try to hide when my mother calls me.
   I had an unfortunate experience today.
3. Our scout troop gave an entertainment last week.
   You should have seen the play our scout troop gave last week.
4. "Home work first and play afterwards" shall be my rule after this.
   I used to leave my home work to be done after I had played as long as I wanted to.
5. It takes two to make a quarrel.
   One day my best friend and I quarreled.
6. I went to a party last Saturday.
   The best party I ever attended was Dorothy's birthday party.

II. Write a composition, using one of the good beginning sentences above. If you prefer, you may choose one of the following subjects for your composition. Be sure that your opening sentence is interesting.

1. The funniest pet I ever had
2. Ten minutes late
3. An exciting adventure
4. My first day at school
5. My worst punishment
6. The time I missed the train
7. A surprise party
8. The lunch we didn't eat
9. Time and tide wait for no man

6. The Paragraph and the Topic Sentence

You have already learned that a group of sentences concerned with a single topic is a paragraph. Every

sentence in the group should have some connection with the topic. You have also seen that it is wise to frame the topic in a sentence. This sentence is called a **topic sentence.** Frequently this topic sentence is the opening sentence of the paragraph.

As you have learned in Lesson 3, paragraphs are always indented. This sets the paragraph off to the eye of the reader. When you speak, your pauses and your voice inflections show where sentences end and where paragraphs are completed. In written language you use punctuation and indention to show the same things. In the following paragraph notice the indention of the first line of the paragraph.

The topic sentence is printed in heavy type. Observe how all the other sentences are related to the topic, how they add to it, give details about it, and make it clearer to you.

A Mountain Guide

Everything depends, in the Adirondacks, as in so many other regions of life, upon your guide. If he is selfish or surly or stupid, you will have a bad time. But if he is an Adirondacker of the best old-fashioned type, you will find him an inimitable companion, honest, faithful, skillful and cheerful. He is as independent as a prince, and the gilded youths and finicking fine ladies who attempt to patronize him are apt to make a sorry show before his undisguised contempt. But deal with him man to man, and he will give you a friendly, loyal service which money cannot buy, and teach you secrets

of woodcraft and lessons in plain, self-reliant manhood more valuable than all the learning of the schools.

From *Little Rivers* by HENRY VAN DYKE

EXERCISE

I. In each of the following paragraphs point out the topic sentence:

1. It was a wild and stormy winter's night. The thunder was tremendous and the lightning so vivid that the sky seemed on fire. A bitter blusterous wind whistled angrily, and raising clouds of dust, swept over the country, causing the trees to creak and groan as it passed.

From *Pinocchio*

2. King Arthur lived at the time when chivalry was at its height. This was the age when the highest calling of man was the call to arms; when men showed their loyalty to their king, their baron, and their lady, by feats of arms; when their noblest duty, their noblest sport was to fight. In those days, every boy hoped to become squire to some noble knight, and afterward, when his strength had been tested and his courage proved, to become himself a knight, to take the oath of knighthood, and then to enter the lists to fight his way to fame and honor.

3. Well, as things at last fell out, I found an admirable opportunity to carry out my scheme. The squire and Gray were busy helping the captain with his bandages. The coast was clear. I made a bolt for it over the stockade and into the thickest of the trees, and before my absence was observed I was out of cry of my companions.

From *Treasure Island* by ROBERT LOUIS STEVENSON

II. Write three topic sentences for paragraphs suggested by the following:

1. A rainy holiday
2. A deserted house
3. A queer-looking stranger
4. My escape
5. An exciting game
6. A cheerful room
7. A hot summer day
8. Finding the lost key

III. After you have written your sentences, select the one which you like best or which the class likes best. Use this topic sentence in writing a paragraph.

7. Using Negatives

1. I want a new pencil.
2. I do not want a new pencil.
3. We have seen a good picture.
4. We have not seen a good picture.
5. The natives sing folk songs.
6. The natives do not sing folk songs.
7. Mary has received a report card.
8. Mary has not received a report card.

Sentences 1, 3, 5, and 7 are **affirmative** statements: that is, they talk about **what is.**

Sentences 2, 4, 6, and 8 are **negative** statements: that is, they talk about **what is not.**

Look at the negative statements. What word in each statement is the one which is really the negative? How many negatives are there in each negative statement?

It is incorrect to use two negatives to make a negative statement; yet using two negatives is a common

error. Have you ever heard anyone use the sentences marked "incorrect" below? Read these groups of sentences, and notice the right and wrong forms of expression:

CORRECT: I have no pencil.
INCORRECT: I haven't no pencil. (Two negatives)
CORRECT: I haven't any pencil.

CORRECT: I can go nowhere.
INCORRECT: I can't go nowhere. (Two negatives)
CORRECT: I can't go anywhere.

CORRECT: I can do nothing.
INCORRECT: I cannot do nothing. (Two negatives)
CORRECT: I cannot do anything.

Use only one negative in a single negative expression.

EXERCISE

I. Change the following affirmative sentences to negative sentences:

1. I saw a large car passing by.
2. There was a man in the front seat.
3. The policeman blew his whistle.
4. Someone sat beside the driver.
5. A little dog lay down in front of the car.
6. He drove the car up on the curb.
7. We owe you something.
8. This is a good car.
9. We have seen better cars.
10. Is this a beautiful color?

II. Answer the following questions negatively by repeating the words of the question. For instance,

QUESTION: Did you go to the store today?
ANSWER: No, I did not go to the store today.

1. Are you a friend of anybody in the next room?
2. Is your neighbor a kind person?
3. Have you ever eaten a toasted sandwich?
4. Has your father a new car?
5. Can Mr. Brown open a new store?
6. May I show you a new book?
7. Did you ever see a Spanish house?
8. Do his shoes need a polish?
9. Does that little girl ever get a new dress?
10. Shall you eat steak for dinner?
11. When Columbus came to America, did the Indians have telephones?
12. If you were living then, would you have been afraid of Indians?
13. Do you still cry when you want something?
14. Have you been to a party lately?
15. Does the street in which you live need a cleaning?
16. Do you know anything about the accident?

8. The Comma after *Yes* and *No*

1. Were you astonished at the view from the tower? Yes.
2. Did you ever climb the Woolworth Tower? Yes. I did.
3. Have you ever heard an echo in a cave? No.
4. Have you ever seen Mammoth Cave? No, I have not.

In sentences 1 and 3, the words *Yes* and *No* are followed by periods. They really stand for entire

sentences. What are the sentences for which they stand?

In sentences 2 and 4, the words *Yes* and *No* are followed by commas. They do not stand for entire sentences, as the sentences themselves are given.

Place a comma after the words *Yes* and *No* when they are used at the beginning of sentences.

EXERCISE

Copy the following paragraph and place a comma where necessary after the words *Yes* and *No:*

In answer to my question the boy said, "No I don't want any more bread." When I asked if he had enough to eat, he answered, "Yes thank you." I then wanted to know if he would like some candy. His eyes opened wide. "Yes I'll take some candy," he said. "But didn't you say you couldn't eat any more?" I urged. "No I didn't say that, but when you asked me I said I didn't want any more bread."

9. Telling an Anecdote

CAN YOU READ?

"My father took me to Washington last Christmas," said one of our classmates. "We stopped at a hotel where they had a big menu from which you had to choose what you wished to eat.

"My father was accustomed to having his meals served without bothering about a choice of foods. He therefore laid the menu aside, slipped a coin to the waiter, and said, 'Just bring us a good dinner, George.'

"He did. He brought us a good dinner every day for a week, better than we could have chosen for ourselves.

"When we left, George said, 'Good-bye, gentlemen. If any of your friends who can't read come to Washington, just let them ask for old George Washington Jefferson.'"

An Anecdote From Æsop's Fables

There once lived a man with several sons who continually quarreled with one another. He tried in vain to persuade them to live together in harmony. Finally he determined to convince them of their folly. He bade them bring a bundle of sticks and invited each in turn to break it across his knee. All failed to break the bundle. The father then gave the sticks out one by one, and all broke them easily. "There, my sons," said he, "united you are strong and can resist your enemies; when you quarrel, you are weak and divided, and your enemies will conquer you instead."

Exercise

I. An anecdote is the same as a story. Read the first anecdote. Close the book and try to recall it. If you do not recall it clearly so that you can tell it and bring out the humor, read it again. Then tell this story as if you were the person whom George served. Tell it to your father and mother.

II. Write the second of these anecdotes from dictation and correct for errors in punctuation.

III. Find an anecdote in a magazine or in a story-book. Show it to your teacher and then learn to tell it to your classmates so that they may enjoy the fun.

10. A Friendly Letter

312 West First Street
Elmira, New York
March 9, 1930

Dear Doris,

Yesterday my mother said she was sorry I had ever learned to read. She didn't really mean just that, but I can understand why she felt that way. I will tell you what happened.

Mother had to go shopping and she told me to take care of little Jack. He is only three, you know, and full of mischief. I wanted to read my new library book; so I was glad to see Billy, a neighbor from across the street, come in. Billy is five years old. He and Jack went out to the garage to play. My book was so interesting that I forgot all about the boys for a long time. When I went out, what do you think had happened? Billy had painted Jackie's face with red paint. "Now I am an Indian!" Jackie was shouting.

How cross Mother was when she came home! Jackie had to be scrubbed with turpentine; and there is still a little red paint in his hair.

Does your little sister ever get into mischief? I hope you'll write and tell me about her sometime. Give my love to her and to Aunt Katherine.

Your loving cousin,
Janet

In this letter point out the **heading,** the **salutation,** and the **complimentary close.**

The first word and any name in the salutation are begun with capital letters.

The first word only in the complimentary close is begun with a capital letter.

Janet has tried to write an interesting letter to her cousin. What part of the letter shows that she wants an answer to her letter?

Written Exercise

Write one of the following letters. Try to use some of the words and groups of words suggested for each letter.

1. Your mother is away from home. Write to her, telling of some experiences you have had in housekeeping.

astonish	persuade	merry	prepared
kitchen	tasted	flavoring	succeeded in
domestic	queer	baked	approved
courage	laughter	skill	during that time

2. Your family has recently moved. Write to your cousin, telling about your new home. Perhaps you can describe some funny incident that happened while you were moving.

regret	hesitate	risk	in despair
packed	broken	missing	at once
auto truck	accident	laughable	was sure
guard	hastily	attempt	thus

3. You have just returned from a camping trip. Write to a friend, telling about an adventure that you have had.

terrified	occupy	shrink	called for help
storming	peculiar	noise	promised aid
scorn	midnight	relieved	with courage
stood firm	promptly	was glad	most certainly

4. Your father is away from home. Write to him, telling about some game or entertainment in which you have taken part.

victorious	frightened	applause	made easy
defeated	audience	praised	had no doubt
excitement	shouting	program	rejoiced
had need of	bravely	in the meantime	surely

11. Addressing an Envelope

J. S. Billings
510 West 101 Street
Brooklyn, N. Y.

Mrs. Arthur Garrett
35 North Salem Street
Boston
Massachusetts

The name and address of the writer of a letter should be placed in the upper left-hand corner. Notice the arrangement of the name and address of the person to whom the letter is addressed.

Written Exercise

Write the names and addresses as they should be written on envelopes for the following:

1. A letter from you to your principal
2. A letter from your mother to your teacher
3. A letter from some other member of your family to you

4. A letter from you to a relative of yours who lives in another city
5. A letter from a friend of yours to you
6. A letter from you to any newspaper
7. A letter from you to any department store

12. Synonyms and Antonyms

We often use two or more different words to express the same meaning. For example, we may say, "That boy was polite," or we may say, "That boy was courteous." Words used to express the same or nearly the same meaning are called **synonyms.** *Polite* and *courteous* are synonyms. Can you think of any synonyms for the words below?

fine	good	big
great	happy	small

Synonyms give variety to our compositions and our conversation and thus make them more interesting. Some of the words for which you have just found synonyms are often overworked. Try to use some synonyms for these words. Instead of always saying "I had a *fine* time," say

I had an *enjoyable* time.
I had an *interesting* time.
I had a *delightful* time.

What other synonyms for *fine* might you use?

Exercise

I. Think of a synonym for each of these words:

try	cottage	trouble	joy
pause	promise	need	go
ask	courtesy	sure	warn
beneath	horseman	ship	guard

II. Use each of the words in the list above in a sentence. Use each synonym you have found in a question.

Example: *joy, gladness.*
There was great *joy* when the soldiers came home.
Did you hear the shout of *gladness?*

III. Words which have exactly opposite meanings are called **antonyms.** For instance, *good, bad; white, black; over, under* are antonyms.

Change the meaning of the following sentences by using antonyms for the words in italics. (See page 124.)

Make such other changes in the sentence as the sense requires.

1. An airplane flew *beneath* the clouds.
2. Most great men are *followers* of other men.
3. The beggar *refused* Robin Hood's offer to change clothes.
4. After a while, the beggar *yielded* to Robin Hood.
5. I am *glad* that the countries are at *peace* with each other.
6. Robin Hood *accepted* the Sheriff's offer to shoot for a prize.

7. Robin Hood always *resisted* his enemy, the Sheriff of Nottingham.

13. Study of a Poem

ABOU BEN ADHEM

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel, writing in a book of gold;
Exceeding peace had made Ben Adhem bold;
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And with a look made of all sweet accord,
Answered, "The names of those who love the Lord.'
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerily still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The angel wrote, and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blessed;
And lo! Ben Adhem's name led all the rest.

LEIGH HUNT

Read the lines that tell what Abou Ben Adhem saw.

Read the conversation between Ben Adhem and the angel.

In what list did Abou Ben Adhem want his name to appear?

In what list did his name lead? Why?

In memorizing this poem, think of the lines which tell about the angel's visit; the lines which tell of the conversation between the angel and Abou; the lines which tell what happened the next night.

Make a list of rhymes in this poem. To each rhyming group add two more words that rhyme.

Copy the poem and then compare your copy with the book to make sure that you have written it correctly.

Write an original poem telling about some dream which you have had.

14. The Use of *Good* and *Well*

The words *good* and *well* are often used incorrectly. Read the following sentences, noticing the difference in the use of the words in each group of sentences.

CORRECT: John talks *well.*
INCORRECT: John talks *good.*

CORRECT: Do you swim *well?*
INCORRECT: Do you swim *good?*

CORRECT: The pie looks *good.*
INCORRECT: Mary looks *good.*

Use *good* to *describe something;* as,

The apple looks *good.*
The book is *good.*

Use *well* to *tell how* someone is or *how* something is done; as,

Susan is *well.*
John plays *well.*

Tell which word, *good* or *well,* is correct in each of the following sentences:

1. My brother drew that animal very———.
2. Yes, that picture is very ———.
3. You began very ———.
4. The teacher saw very ——— what you were doing.
5. That story sounds ———.
6. Our friend over there can run very ———.
7. How does that apple taste?———.
8. The hero played his part exceptionally———.
9. My father said the story wasn't so ———.
10. Every one of you can do his work ———.

15. Making Sentences Beginning with *It Is*

1. Promptness is necessary during a fire drill.
2. It is necessary to be prompt during a fire drill.
3. To persuade your father to let you go to the school of your choice is quite possible.
4. It is quite possible to persuade your father to let you go to the school of your choice.

Sentence 1 expresses the same meaning as sentence 2.

Sentence 3 expresses the same meaning as sentence 4.

What is the difference between the sentences in each pair?

You see that it is possible to change the order of words in a sentence by beginning with other words.

Change the following sentences, beginning each with *It is*, and making any other changes in wording necessary:

1. We find it necessary to advise you.
2. To stay in bed until noon is foolish.
3. The story is told that Job was a patient man.
4. To guard against evil companions is a wise thing.
5. That cunning rascals sometimes succeed is well known.
6. For two bodies to occupy the same space is impossible.
7. Under certain circumstances to be both firm and patient is difficult.
8. To make a choice between these two is not very simple.
9. To win a prize in a drawing contest is not an easy matter in our class.
10. With regret I must report your offense.
11. That a stern man is also a kind man is often the case.
12. That our plan will be approved is certain.

16. Good Endings for Compositions

You have already learned that the opening sentence of a paragraph or composition is very important. It serves to state the topic of the composition and to catch the attention. Now you must think of the closing sentence. It is important to leave a good impression in the minds of your readers. For this reason you should make the last sentence of a composition as

interesting as possible. Let the last thing you say clinch the point of your story or perhaps give your own feelings about the incident.

Here is a composition about the famous American hero, Francis Marion, who was known as "The Swamp Fox." It was written by a schoolboy. Notice how strong the ending is.

MARION AND THE BRITISH OFFICER

The young British officer, under a flag of truce, was led blindfolded into the presence of General Marion. He had expected to find our American hero surrounded by a uniformed staff in a comfortable camp. To his surprise, when the bandage was removed from his eyes, he found himself face to face with a swarthy little man in homespun at the head of a handful of ragged militia. He presented his letter to the

general and started to leave, but Marion insisted that he stay for dinner. The officer consented but glanced around curiously, not seeing any preparations for a meal. The general, however, called a soldier and told him to "fetch the dinner." The soldier went to a heap of smoking potatoes and, piling some on a wooden platter, brought them to Marion and his guest.

"Isn't this a poor meal for you?" asked the Englishman.

"No," answered Marion. "This is as good a meal as we ever have."

"But don't you get more pay," asked the British soldier, "to make up for this poor food?"

"No," replied Marion. "We serve without pay. No sacrifice is too great for us to make. We are fighting for our liberty."

When the meal was over, the Englishman said good-bye to the general and went to his camp with a worried look on his face. When his colonel asked what made him look so troubled, the young officer replied, "Sir, I have seen an army, serving without pay, having no clothes, and eating roots for food. It is impossible to conquer such an army fighting in the cause of liberty!"

Why is the closing sentence a good one?

The writer of the story followed this outline in planning it:

1. The British officer's meeting with Marion
2. The dinner
3. The officer's report

Written Exercise

After making an outline, write a paragraph, using one of the following sentences as a closing sentence:

1. Give me liberty or give me death.
2. I only regret that I have but one life to lose for my country.
3. "Don't give up the ship," said the gallant captain.
4. We have met the enemy and they are ours.
5. De Soto was buried in the river he discovered.
6. And so ended the most exciting day of my vacation.
7. I hope I'll never be so hungry again.
8. A man's true wealth is the good he does in the world.
9. Time and tide wait for no man.
10. Perseverance conquers all things.
11. Honor thy father and thy mother.
12. You may delay, but time will not.

17. Giving Your Opinion

Why Learn to Swim?

Every boy and every girl should learn to swim. As a form of exercise, swimming requires the use of more muscles than running, jumping, wrestling, or boxing. Not only is swimming a fine way of exercising the body, but it is also a fine form of recreation and play. Watch the people on the beach in summer time or at the mountain lakes or in the many swimming pools now placed in school buildings and clubs. These people are having a good time which they who don't swim cannot enjoy. Then again, swimming may be the means of saving your own life. Every day we read in the newspapers of

accidents at the seashore to people who might have saved their lives had they been able to swim a little. Thousands of years ago in the ancient city of Athens, young people were taught to swim as carefully as they were taught to read. The example of Athens might well be followed today by our own boys and girls.

What is the topic sentence in this paragraph?

How many reasons are given in favor of learning to swim?

Read each sentence which gives a different reason.

What words are used to begin the sentences?

What other words could you use?

What outline did the writer of this paragraph probably follow?

Oral Exercise

State your opinion on one of the following questions:

1. Should children in your grade be compelled to go to the gymnasium?
2. Should all girls in your grade learn to cook?
3. Should every boy or girl do some work after school?
4. Should the city provide public swimming pools?
5. Should everyone learn how to use a dictionary?
6. Should boys be taught how to sew?
7. Are dogs useful to man?
8. Should every child be compelled to save some money?

Be sure to

1. Think of a good topic or opening sentence.
2. Think of two or three good reasons for your opinion.

3. Think of good connecting words with which to begin a new reason. The following words are good connecting words: *then again, moreover, besides, in addition to, finally, lastly, in conclusion.*

WRITTEN EXERCISE

Write a paragraph on any question which you select, stating your opinion, and giving reasons for it. Follow the directions given in the preceding oral exercise.

18. Commas to Set Off Words Out of Their Natural Order

1. Robin Hood was made an outlaw for offending the King.
2. For offending the King, Robin Hood was made an outlaw.
3. He hid in Sherwood Forest in order to escape from the Sheriff.
4. In order to escape from the Sheriff, he hid in Sherwood Forest.

Sentences 1 and 2 express the same thought in the same words. In sentence 2 the expression "For offending the King" is placed at the beginning of the sentence, instead of at the end, as it is in sentence 1. What punctuation mark is placed after "For offending the King" in sentence 2? What words in sentence 4 are out of their natural order in the sentence? Compare sentence 4 with sentence 3 in order to find out.

Set off by commas all words out of their natural order in a sentence.

Exercise

In the following sentences, commas have been omitted. Copy the sentences, or write them from dictation. Place a comma after all words out of their natural order.

1. On returning from his first voyage Columbus was treated with great respect.
2. To succeed in his enterprise he had to stand insult and poverty.
3. In making my application for the position I forgot to state my age.
4. In order that the children might have Christmas gifts the father worked overtime.
5. When I awakened on a cold winter's morning I was surprised to see birds hopping on the snow drifts.
6. Before going to sleep the little rascal had provided himself with a bar of chocolate.
7. In running from the house to the corner James fell and hurt his ankle.
8. In trying to get the pie we upset the bottle of milk on the window.
9. When he returned to the country of his birth Irving took up the writing of a new history.
10. Just as we entered the house a noise from the kitchen startled us.

19. Joining Sentences

John went to Central Park. His sister Mary went to Central Park. They played ball. They played tag. Soon they saw a squirrel. They saw a dog. The dog ran after the

squirrel. He tried to catch it. John chased the dog away. Mary chased the dog away.

This composition was written by a little boy. It may be much improved by joining or combining several of the short sentences to make longer ones. Thus, instead of writing two short sentences like 1 and 2, one could join them, as in sentence 3.

1. John went to Central Park.
2. His sister Mary went to Central Park.
3. John and his sister Mary went to Central Park.

Sentences 1 and 2 in the following group could be joined as in sentence 3.

1. They played ball.
2. They played tag.
3. They played ball and tag.

EXERCISE

I. Combine each of these groups of short sentences into one longer sentence:

1. Mary is a good student.
   John is a good student.
2. You live on Fifteenth Street.
   I live on Fifteenth Street.
3. I have a father.
   I have a mother.
4. My brother works in a shop.
   My brother goes to night school.
5. I drink milk for lunch.
   I eat rice pudding for lunch.

6. I eat bread and butter with my breakfast.
   I eat bread and butter with my supper.
7. Does your mother drink tea?
   Does your sister drink tea?
8. My father is strong.
   My brother is strong.
9. The horse eats grass.
   The cow eats grass.
10. The window in my bedroom has curtains.
    The window in my sister's bedroom has curtains.
11. Dogs are four-footed animals.
    Horses are four-footed animals.
12. The fireman is on duty during the day.
    The fireman is on duty during the night.
13. At a railroad station we must stop.
    At a railroad station we must listen.
14. Cotton is raised in the South.
    Sugar is raised in the South.
15. Mother cooks vegetables for dinner.
    Mother cooks meat for dinner.

II. Rewrite the composition on pages 38 and 39, improving the sentences by combining some of them.

20. Using the Dictionary

In many of the exercises in this book, you are told to look up words in the dictionary. You will find that the words in the dictionary are arranged according to the letters of the alphabet. Words beginning with the letter *a* come before words beginning with *b*. Words beginning with *l* come before words beginning

with *m*. Be sure that you know the order of the letters in the alphabet.

EXERCISE

I. Arrange the following words in alphabetical order:

control	stranger	quarrel	gallant
deliver	hastily	jolly	regret
accept	challenge	view	astonish
laughter	require	heart	firm
impatient	stride	hesitate	while

II. Find in the dictionary each word in the above list. Practice until you can turn to each letter quickly.

III. Write the names of ten animals. Arrange them in alphabetical order.

21. Using the Apostrophe to Show Possession

Read these sentences, noticing the words which show possession. Notice especially the position of the apostrophe.

1. The *man's* coat was old and torn.
2. The *boy's* book is lost.
3. *John's* story was interesting.

What was done to the word in each of the above sentences that is intended to show possession? Do those words mean one or more than one?

Add *'s* to any word that means only one to make it show possession.

Read these sentences:

1. The *men's* coats are in the next room.
2. *Boys'* books are usually exciting.

Which word in sentence 1 shows possession? What was done to it to make it show possession? Does *men's* refer to one or more than one?

Which word in sentence 2 shows possession? What was done to it to make it show possession? Does *boys'* refer to one or more than one?

To show possession add *'s* to a word that means more than one if it does not end in *s;* add the apostrophe only if the word already ends in *s*.

Written Exercise

I. Write sentences about the following, using possessive forms of the words in italics:

1. The nest of one *bird*
2. The nests of two *birds*
3. The home of one *girl*
4. The homes of two *girls*
5. The hat of a *lady*
6. The hats of several *ladies*
7. The shoes of a *woman*
8. The shoes of many *women*
9. The collar of a *dog*
10. The collars of many *dogs*

II. Write sentences about each of the following, using possessive forms:

EXAMPLE: A dog *belonging to your brother*
My brother's dog is a collie

1. The uniforms *of boy scouts*
2. The pets *belonging to some children*
3. A knife *belonging to Arthur*
4. The hats *belonging to three young ladies*
5. A playground *belonging to the boys* in your school
6. The umbrellas *belonging to some women*
7. A toy *belonging to a child* you know
8. The books *belonging to the pupils* in your class
9. A notebook *belonging to your teacher*

First Review

I. Copy the following sentences, using capitals and punctuation marks where necessary:

1. where is john going now
2. that boy goes to parties very often
3. come with me to the battery
4. no I must study my lessons
5. did you bring your geography
6. my teacher brought some daisies to school today
7. take these books to your mother
8. to whom is the sailor waving
9. does captain smith understand him
10. please take your hat off

II. Write sentences about the following, using the possessive form to express the thought of the italicized expression in each of the following:

EXAMPLE: The badge *of a scout*
A scout's badge

1. The life *of a man*
2. The dresses *of ladies*
3. The bark *of a dog*
4. The room *belonging to the children*
5. The house *belonging to the woman*
6. A toy *belonging to one boy*
7. The flag *of America*
8. The teacher *of your brother*
9. The feathers *of birds*
10. The clothing *of men*

III. Write one synonym for each of these words:

try pause ask go sure

IV. Arrange the following words in alphabetical order:

forth	sturdy	protest
entrust	depend	courage
approve	strode	enamel
control	withstand	attention
impatience	stout	stranger

V. Write a letter to your mother telling her about a poem that you like.

VI. Write from dictation a paragraph from one of the stories which you have read in this book. As you write, be careful to use quotation marks when giving the exact words of a speaker.

VII. Write a stanza of poetry which you have studied this term.

VIII. Give five different uses for capital letters. Write an example of each.

IX. Make a single sentence from each pair of sentences.

1. We arrived on time. The weather was very bad.
2. You have no money. You must go to work.
3. This child came to school. He wore an old torn apron over his suit.
4. Come to dinner. The bell will ring at dinner time.
5. Papers must not be left on the desk. These papers will be destroyed.

22. Changing Sentence Structure

1. The children disturb me very often.
2. They are disturbing me now.

Which sentence tells you at what time the act of disturbing was taking place? Is the meaning of these two sentences the same?

Change the following sentences to show action taking place at the time mentioned. Add such words as will show the *time mentioned;* for instance, *now; at this moment; at the present time,* etc.

EXAMPLE: The postman delivers a letter to you.
He is delivering the letter *at this moment.*

1. The lion roars impatiently for his food.
2. You occupy a seat which does not belong to you.
3. They risk their lives unnecessarily.
4. The teacher entrusts her papers to me.
5. My father supports me.
6. A band of outlaws asks for protection.
7. They control the leader of our party.
8. Your work astonishes everyone.
9. The people demand an investigation.
10. Each girl pays attention.
11. Slowly the soldiers climb the mountain.
12. The rocks clatter down the hillside.
13. From crag to crag the agile goat makes his way.

23. Good Beginnings and Good Endings

In Lessons 5 and 16 you have seen how necessary it is that your paragraph should start well and end well. That is, your first sentence should attract the interest of your hearers and your closing sentence should leave a good impression. To make the paragraph a good one throughout, you must decide on one thing that you want to talk about and you must keep it clearly in mind from start to finish. Do not try to tell too much in one paragraph. Keep this in mind as you write the following exercise.

WRITTEN EXERCISE

I. Write a paragraph of five or six sentences, using one of the following sentences as the opening thought.

See that you stick to your point throughout, and that the last sentence is a strong one.

1. Yesterday was one of the most exciting days I ever spent.
2. Our new baseball diamond is going to be one of the best in the town.
3. Our garden has been better than ever.
4. It was the play period and we were just picking teams.

II. Write a paragraph of five or six sentences, leading up to one of the following as a closing thought. See that the opening sentence is directly concerned with the subject of the paragraph, and stick to your point throughout.

1. I have learned that one can never be too polite.
2. Now I have learned to cross the street at the corner.
3. We found him sleeping quietly at home.
4. If I ever move away, I shall miss them.
5. So I went to bed without my supper.

24. Using Capitals and Punctuation Marks

Copy the following paragraphs, using capitals and punctuation marks where necessary:

1. col lindbergh was the first man to fly across the atlantic ocean he landed in france near the city of paris making the distance from the flying field on long island to europe in about 34 hours not only americans but frenchmen as well greeted and cheered him on his return to america he rode up broadway while crowds shouted and went wild with joy

2. after president harding died the vice president calvin coolidge became president of the united states he lived in the white house until his term of office expired on march 4 1929 mr coolidge and chief justice taft are the only living ex-presidents of the united states

25. Transposed Order of Words in Sentences

1. He searched everywhere for a perfect pearl.
2. Everywhere he searched for a perfect pearl.

1. Philip would make a good boy scout if he could ever overcome his quick temper.

2. If he could ever overcome his quick temper, Philip would make a good boy scout.

1. We thought Bob was a little too light when he first joined our team.

2. When Bob first joined our team, we thought he was a little too light.

In the first sentence in each pair, the most important part of the sentence comes at the beginning. In the second, the important thought comes toward the end. Such sentences as the second in each pair are said to be written in **transposed** order. What does the word transposed mean? It is useful to know how to transpose a sentence because people get tired of hearing sentences which all begin in the same manner.

Exercise

Transpose the following sentences, separating the less important thought from the rest of the sentence

by a comma. Make any other changes which the sense requires.

1. You may go whenever you please.
2. These poor people live a noble life in spite of the fact that they are ignorant.
3. The North Pole was visited by explorers long before the invention of the airplane.
4. The Italians resisted stoutly the rule of the Austrians before Italy became united.
5. In fact they refused to compromise on any question involving freedom.
6. President Wilson complained of the acts of Germany in many notes setting forth our grievances.
7. Some of the combatants had not gained their point even when the war was over.
8. Germany thrust aside the notes of protest while she was winning victories.
9. The Allies exulted over the final outcome of the war especially on Armistice Day.
10. We believe in justice for everyone regardless of his wealth or poverty.
11. The boy obtained a position because he was industrious.
12. I run errands for a lawyer after school.
13. It was after five o'clock when I delivered the letter.
14. I saw the queerest sight on my way to school this morning.
15. We came to the top of the mountain after a most exhausting climb of three hours.

26. The Game of *Don't* and *Doesn't*

The object of this game is for one pupil to discover the word which the rest of the class selects. For example,

Charles is chosen to be "*It.*" While he is out of the room, the class selects the word *dog*. The teacher then calls Charles into the room and says, "We have chosen the name of an animal (or a class of animals)."

Charles asks, "How may I know the animal (or the class)?"

The teacher answers, "By the sound it makes" (or "By the sound they make").

Charles then questions the pupils:

QUESTION: *Does* it sing?
ANSWER: No, it *doesn't* sing.

QUESTION: *Does* it grunt?
ANSWER: No, it *doesn't* grunt.

QUESTION: *Does* it squeal?
ANSWER: No, it *doesn't* squeal.

QUESTION: *Does* it bark?
ANSWER: Yes, it *does* bark.

If the teacher says, "By the sound they make," (referring to a class) Charles must ask, "*Do* they sing," etc. The answers must contain the words *they don't*.

Sometimes, instead of choosing the name of an animal, the class may select the name of a worker. The questions and answers may then be altered to fit

the case. Here are some workers from which to choose:

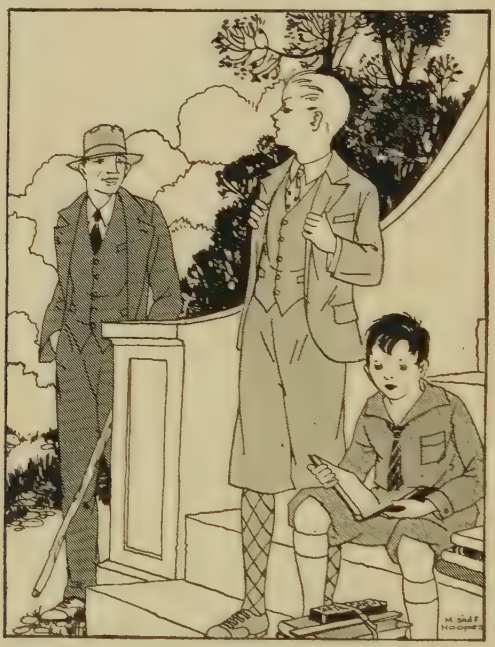
a baker	a conductor	a fireman
a shoemaker	a soldier	a policeman
a street-cleaner	a lawyer	an architect
a teacher	a doctor	a carpenter
a plumber	a bookkeeper	a salesman
a nurse	a stenographer	an artist

27. Ending a Story with a Proverb

It was promotion day. The teacher had given us all our new books for the 6A grade, and had also given us directions about covering them. The books made a fair-sized bundle under my arm, but I didn't mind carrying them. They made me look learned; at least I thought so. In front of my door I stopped to say "hello" to Tommy Ford, who was only in the 5B grade, and who carried a much smaller bundle of books. While I was telling Tommy about the hard problems in arithmetic in 5B, I noticed a stranger smiling at us. When I looked up, he walked over to where we were standing. To me he seemed rather poorly dressed, perhaps because I had on my new blue suit and the golf stockings which my Aunt Margaret had given me for Christmas. At all events, I didn't smile back at him; and when he asked, "Aren't those books rather heavy for you?" I didn't even bother to answer.

I didn't notice that my father had come out of the house and had heard what the stranger had said. He walked over to the stranger and said, "Hello, Senator, I'm glad to see you. Won't you come in?" To me he turned and said, "Pleasant words are valued and do not cost much."

This story is based on an incident which really happened to one of the authors of this book. The proverb at the close of the story makes a strong ending. Do you think it fits the story? Give your reason for believing so.



Oral Exercise

Choose one of the following proverbs

1. Time and tide wait for no man.
2. Be not simply good, be good for something.
3. Pleasant words are valued and do not cost much.

4. Better suffer for truth than prosper by falsehood.

5. Perseverance conquers all things.

6. Your companions are your mirrors and show you yourself.

Build a story from one of the following suggestions around the proverb that you have chosen. Use the conversation which you think proper for the characters in your story.

1. Jane's mother asks her daughter about her mark in spelling. Jane did not do very well, but she says that she received 100. That night Jane cannot eat her supper because she fears her mother may learn the truth.

2. Bernard thinks he cannot learn to draw. He has never tried very hard, and he asks his teacher to let him write a composition during the drawing lesson.

3. Although Richard was very bright in class he always took an extra day to bring in his homework. The teacher told him that she would reduce his marks every time he was late with his work. At the end of the month Richard received C in his lessons.

4. My friend Arnold is a very quiet fellow who sits up straight in the classroom and never takes any part in our games. At home he always seems to be too tired to be sent on any errands; so his younger brother James does all the errands.

5. There are three girls in the class who think more about their dresses and shoes than they do about their work. One of them invites Mary to her home. Mary's mother knows all about the girls.

28. Troublesome Sounds

I. As you pronounce each word in Column I, pronounce the word in Column II which is directly opposite to it. Notice the difference in the sound of the two words. You will notice also that the sound of *ur* as in *furl*, *curl* and *burl* is the same as the sound *er*.

The sounds of *oi* and *er*

Column I	Column II
oil	earl
foil	furl
coil	curl
poise	purse
boil	burl
voice	verse

II. Practice pronouncing the following words correctly:

first	perfect	sir
third	burn	liberty
thirty	search	terminal
thirty-third	soiled	servant
thirteen	pearl	term
thirteenth	girl	germ
her	turn	sperm oil

III. Read these sentences, taking care to pronounce the sounds *er* and *oi* correctly:

1. The servant girl came on the first day of the month and left on the third.

2. The next stop is Thirty-third Street.
3. Change for Grand Central Terminal.
4. Sir, I want liberty or death.
5. The girl's purse contained some coins.
6. Clean your teeth and foil the germs.
7. She lost her purse on Thirteenth Street.
8. The girl curls her hair.
9. Please boil the sperm oil.
10. The third Earl of Kern unfurled the soiled banner.
11. He searched everywhere for a perfect pearl.

29. Using Synonyms

Read the following paragraphs. In place of each word in italics, substitute one of the words in the list below each paragraph.

1. He turned at once into the jungle moving with *careful* steps, while he *stumbled* along *awkwardly* over the uneven ground. The path was so narrow that the *outstretching* branches *whipped* us in the face. It was overgrown with tough creepers that *entangled* our feet. None but a human being who had lived in the jungle all his life could have followed that *wandering*, often hidden path through the thick *maze* of vegetation. Had we been alone, we should *certainly* have *lost* it. Flocks of *brilliantly* colored birds flew away before us, *screaming* shrilly. Now and then we heard a sudden crashing in the underbrush as some wild animal fled from our path.

cautious	network	struck
widespreading	gaudily	clumsily
caught	screeching	rambling
surely	staggered	missed

2. We *asked* our way because we were not *certain* that we could *proceed* through the forest. The old hunter *warned* us that we should not attempt to walk *under* the bridge because the enemy was *guarding* it. As we *hesitated* beneath the old oak tree, one of the outlaws came out to tell us that we did not *need* a pass as we had *promised* to harm no one.

sure	require	paused
pledged	go	defending
inquired	cautioned	below

30. A Description of a Person

"Skeeter"

It was a real misfortune that "Skeeter" was so small. Every one of the boys at Fenton Park agreed to that, for they wanted him on the team. He was so serious, so good-natured, and so vitally interested in everything. But the chief reason why they wanted him on the team was that he was such a whirlwind of a player—"a regular untamed wildcat when he gets hold of a ball," their young physical director and coach once said.

Pick out the words that tell why the boys wanted "Skeeter" on the team.

What was his one unfortunate quality as a football player?

What is the topic sentence of this paragraph? Notice how it attracts your attention and makes you wonder why the boys wanted "Skeeter" on the team. How does the rest of the paragraph explain the topic sentence?

Written Exercise

I. Write two lists of words, one telling the good qualities and the other the bad qualities of

1. A baseball player.
2. A cook.
3. A soldier.
4. A classroom monitor.
5. A fisherman.
6. A friend.
7. A boy or girl scout.
8. A nurse.
9. A farm hand.
10. A street-car conductor.

II. Write a composition describing one of the people in the preceding list. Follow the plan in the story about "Skeeter"; that is, tell both the bad points and the good points of the character you select.

Here are several suggestions for good beginning sentences for your composition:

1. Philip would make a good boy scout if he could overcome his quick temper.
2. When Bob first joined our team, we thought he was a little too light.
3. The candidate for the race was certainly underweight.
4. She looked as if she were too slow to be a good nurse.
5. Our class felt that Rose was too tiny to be a monitor.

Self-Criticism. After you have written your composition, read it carefully, answering these questions:

1. Did you keep to the thought in the topic sentence?
2. Did you write complete sentences?
3. Have you made any mistakes in spelling, punctuation, or English?

31. Correct Use of Troublesome Words

Use the correct form of the words in parentheses in the following sentences:

1. After this the Sheriff and Robin Hood (*begin*) to quarrel.
2. At his first attempt the young man (*drive*) the team of horses across the brook.
3. To his surprise the outlaw (*burst*) out crying.
4. He (*see*) at a glance that the tall man was not afraid of him.
5. On the advice of Friar Tuck, they (*sit*) down to eat.
6. After a hasty meal they all (*lie*) down to rest.
7. "You have (*drive*) a hard bargain, and you will regret it," said Little John.
8. I have (*begin*) to think that you cannot withstand the king's men.
9. After you have (*see*) my skill, you will change your mind about me.
10. How long have you (*lie*) in this cozy nook?
11. Have you (*sit*) on this log all afternoon?
12. You have (*burst*) out laughing once too often.

32. The Game: "We Boys"

The class is divided into two teams.

The game is played by one team pitching "who" questions at the pupils in the other team. These questions must be answered by "we" answers. A right answer counts one point for the side making it. A wrong answer counts one point against the side making

it. For instance, the captain of team I asks, "Who discovered America?" The first pupil in team II answers, "*We Spaniards* discovered America."

The captain of team II asks, "Who won the baseball game?" The first pupil in team I answers, "*We girls* won the baseball game."

The questions may refer to history, geography, to current events, or even to happenings in the classroom provided the correct answer begins with *We*.

Use some of the following suggestions for the game, or make up suggestions of your own.

We	*Who?*
boys	resisted the English
members of the club	advised the president
Americans	pledged support to the government
citizens	astonished the teacher
warriors	burst into song
children	challenged the enemy

33. Good Beginnings in Descriptions

We saw in Lesson 30 that, in a paragraph of description, it is important to begin with a good topic sentence. Often we may make a topic sentence by comparing the person or thing to be described with some other person or thing. For example,

The little girl was as playful as a kitten.

In this sentence we get a good picture of the little girl because we all know how playful a kitten is.

EXERCISE

I. Construct sentences comparing two persons or things by using some of the following words:

EXAMPLE: My dog was as motionless as a stone.

gallant	sensible	heroic	stout
swift	stubborn	jolly	daring
funny	healthy	bold	brave
patient	generous	slippery	stern
hasty	upright	loyal	gentle
motionless	prompt	magnificent	merry

II. After you have written as many sentences as your teacher directs, choose the sentence which you like best and plan a paragraph. Before you write it, prepare an outline for the paragraph.

EXAMPLE: My dog was as motionless as a stone.

1. His tail
2. His head, eyes, ears
3. His feet
4. His body

III. Write the paragraph you have outlined.

34. Using *In* and *Into*

1. John walks *in* the room.
2. John walks *into* the room.

In sentence 1, we mean that John is in the room, walking.

In sentence 2, we mean that John is outside of the room, but walks into it.

The word *in* shows position *within a place.*

The word *into* shows motion *to* or *toward a place.*

To show the different meanings of the sentences in each pair, carry out the following directions:

1. Take the book *in* the drawer.
   Put the book *into* the drawer.
2. Drop the coin *into* the hat.
   Pick up the coin *in* the hat.
3. Put the letter *into* the envelope.
   See whether the letter is *in* the envelope.

EXERCISE

Supply *in* or *into* in each blank space:

1. The officers were walking ——— the park.
2. Many boys were trying to get ——— the circus.
3. The elephants were ——— the ring.
4. The clown jumped ——— the ring from a horse's back.
5. Then the horses dashed ——— the arena.
6. We were sitting ——— the grandstand.
7. A foolish boy rushed ——— danger.
8. The spectators were ——— danger.
9. Drop the nickel ——— the slot.
10. Let us stay———the park.

35. Punctuating Sentences

I. Rewrite the following paragraph correctly. To do this, you must remember to carry out the four rules for punctuation given at the top of page 62.

1. Begin every sentence with a capital.
2. Write every name with a capital.
3. End every statement with a period.
4. End every question with a question mark.

in 1800 napoleon swept over europe with his armies he had forced spain to sign a secret treaty ceding louisiana to france meanwhile what were the people of the united states doing president jefferson thought that they wanted louisiana for themselves after the revolution many americans had gone across the mississippi and settled there the only way to send their goods east was down the mississippi and around to the atlantic coast

II. Copy the following paragraph, putting in all necessary capitals and punctuation marks:

gen wolfe was busy passing along the lines and encouraging his men the english reserved their fire the french were forty yards away when wolfes troops poured three heavy volleys the french gave way wolfe fell wounded as he was borne to the rear he heard the cry of victory and said now god be praised I die happy montcalm had also been mortally wounded and when told he must soon die replied so much the better I shall not live to see the surrender of quebec

Give the reason for each capital you have used.

36. Using Description in Stories

The Golden Key

One day, while Fred was rummaging among a number of old boxes in the attic, he found a little key. To the key was

attached a tag on which the following words were written: "Finding the key tells only part of the story; finding the lock tells it all." Of course these queer sentences made Fred curious. There were any number of boxes that had locks on them, but none of them seemed to be made for the little key.

At last he discovered a box that was covered with dust, and so small that he hardly noticed it. He tried the key in its lock, and, sure enough, it fitted. Now we must wait until he has unlocked it, and then we shall learn what treasures Fred found in the box.

Oral Exercise

Give a short talk to the class, using one of the suggestions on the next page. Remember to have (1) a topic sentence, (2) an outline.

1. Tell the story of "The Golden Key," describing what you think Fred found in the box.
2. Tell how you think it happened that the tag was written.
3. Describe the person who wrote the message on the tag.
4. Describe the attic in which the key was found.

37. Transposing Words in Sentences

I. Read again the story of "The Golden Key."

Which of the sentences are in transposed order?

Rewrite the story, changing each sentence now in transposed order to a sentence in direct order.

II. Read the following story. Tell which of the sentences are in transposed order. Which sentences may be rewritten in the direct order?

One afternoon I was sitting on the bank of the creek, fishing within a stone's throw of the house, when I saw an alligator come swimming around a bend of the stream. My two dogs were lying on the bank near me; so I knew that Pete, the water-lover, was in no immediate danger. I watched the 'gator curiously as it came on, its head and four or five feet of its back showing above the surface. Thirty yards from the spot where I was sitting, the alligator ranged up against the opposite bank and lay there motionless.

Just at this moment a negro boy approached, bringing me some bait, and the two dogs began barking at him. Instantly the 'gator shifted its position, and in another instant it started at full speed across the creek straight for us.

Plainly the dogs' voices excited it so powerfully, that it appeared almost oblivious of danger; and finally, after I had taken the dogs into the house, the alligator came to rest

against the sloping bank in front of the house, not more than fifty feet from the piazza, and lay there, grimly waiting. I rather enjoy having 'gators in my front-yard—they add a certain touch of wildness to the scenery—but in this case it was the 'gator's life or Pete's, since the dog could not be kept out of the water, and his next swim would undoubtedly be his last.

38. A Letter to an Absent Classmate

181 Court Street
Brooklyn, N. Y.
March 10, 1930

Dear Harry,

We were all very sorry to hear about your accident. As I broke my leg last year when I fell from an apple tree, I know just how you feel. The worst part is lying still all the time. Can you look out of the window from your bed? If you can't, have your mother place a mirror where it will reflect everything that goes by on the street. It makes you think of moving pictures and helps to pass the time.

Everyone in the class is going to write a letter to you sometime this week. We miss you very much.

Your friend,
Edward Wilson

Which statements in this letter will interest Harry most? Which part will make him smile? Which part will show that his friends are truly sorry for him?

EXERCISE

Write a letter, using one of the following suggestions. Try to make the person to whom you are writing know exactly how you feel.

1. One of your favorite classmates has moved to another town. Write a letter telling how much you miss him (or her) at school and in your games.

2. Write a letter to a friend who is in the hospital. Be sure to put in some interesting news.

3. Write a letter to one of your friends who is sick at home. Offer to lend him books or magazines that will amuse him. Tell him what the class is doing in his absence.

Try to use some of these words in your letter:

absent	truly	illness	bravely
sorrowful	interest	hope	without doubt
sincerely	amusing	recover	with courage

39. Changing Sentence Structure

Read the following sentences:

1. Mother warned me not to eat any candy.
2. She was warning me as you came along.

Sentence 2 shows that the act of warning was taking place at the moment spoken of. What was the moment when the warning took place?

Exercise

Change the following sentences to show actions that take place at a certain time adding a group of words which will indicate the time of the action. To join this group of words to the sentences given, use a connecting word like *when*, *while*, and *as*.

EXAMPLE: I took a walk.
I was taking a walk *when* you came along.
while you were telephoning.
as dinner was being prepared.

1. We walked into the room.
2. The soldier stood guarding the door.
3. It rained all day.
4. She acted very foolishly.
5. The play began.
6. Someone put out the light.
7. Our friends arrived.
8. They packed the trunks.
9. My teacher granted me permission to speak.
10. The old lady purchased her vegetables.
11. No one paid any attention to me.
12. The alligator plunged into the water.
13. The lost children roamed through the forest.
14. The sailors patiently fastened the boat to the dock.

40. The Use of Possessives

Review the rules for using the apostrophe on pages 41 and 42.

EXERCISE

I. Write sentences using the possessive forms of ten of the following words:

child	John	Spaniards
children	friend	Americans
woman	teachers	cities
women	Alice	soldiers
sister	mouse	aunt
sisters	butcher	mosquito

II. In each of the blank spaces below, write a word in the possessive form:

EXAMPLE: My ——— brother is my uncle.

My *father's* brother is my uncle.

1. My ——— sister is my aunt.
2. Leather is made from a ——— hide.
3. Wool comes from a ——— back.
4. The farmer found the eggs in a ——— nest.
5. Is it the ——— business to clean the schoolroom?
6. ——— invention was called the cotton gin.
7. ——— discovery of the Mississippi River was made in 1541.
8. ——— automobile is new.
9. The ——— language is Spanish.
10. I like ——— singing.
11. A ——— cry is called a quack.
12. A ——— cry is called a squeak.
13. A ——— back is covered with feathers.
14. A ——— back is covered with fur.
15. I like to read ——— poems.

III. In the following sentences, tell whether the possessive form means one or more than one. If it means one, change the sentence so that it will mean more than one. If it means more than one change the sentence so that it will mean one.

EXAMPLE: A dog's life is hard. (Dog's refers to one dog.)

Dogs' lives are hard. (Dogs' refers to more than one dog.)

1. Butchers' shops must be sanitary.
2. My classmate's behavior makes me proud.
3. The workmen's law protects the workers in case of accident.
4. A mosquito's sting is dangerous.
5. An elephant's trunk is very useful to him.
6. A southerner's speech is different from a northerner's speech.
7. The taxpayers' money pays for the pupil's books.
8. They praised the firemen's courage.

IV. In the following sentences use possessives instead of the words in italics:

EXAMPLE: The song *of a bird* is sweet.
A bird's song is sweet.

1. The poems *of Longfellow* are interesting to us.
2. He has the strength *of an ox.*
3. The heat *of the sun* makes plants grow.
4. We are thankful for the light *of the moon.*
5. The Indians built their tents from the hides *of animals.*
6. I know the duties *of a citizen.*
7. The word *of an American* should be his bond.
8. We must respect the laws *of the country.*
9. The parks *of the city* are the property of the people.
10. The laws *of the nation* are made by representatives of the people.

41. Making Sentences Beginning with *There*

1. There is a stranger in our midst.
2. There are some gallant people in our country.

3. There was a roar of laughter while the girl proceeded to recite her funny poem.

4. There were some animals who protested against the rule of the lion.

In the preceding sentences, the words *There is* and *There was,* are used in speaking of one.

The words *There are* and *There were,* are used in speaking of more than one.

Exercise

Make sentences out of the following groups of words by beginning with *There is, There was, There are,* or *There were.*

1. ——— nothing more important to occupy your attention than your present work.

2. ——— some who advised us differently.

3. ——— a messenger who came but would not accept a tip.

4. ——— a number of people who can withstand temptation.

5. ——— a pocketful of money entrusted to your care.

6. ——— certain children who always offend others by bad manners.

7. ——— great risks to be taken by the explorers.

8. ——— warning signs on many roads asking tourists to be careful.

9. ——— two children who depend upon others to help them in their work.

10. ——— many members of the club who pledged their support to me.

11. ——— no reason for disturbing all of you.
12. ——— followers of the King who did not wish America to be free.
13. ——— times when it is necessary to act promptly.
14. ——— girls who like to play tennis as well as boys.

Second Review

I. In the following sentences place the apostrophe in the words intended to show possession:

1. I made a dolls house.
2. John goes to a boys school.
3. Mary goes to a girls school.
4. Both my sisters cards are lost.
5. All my friends parents are kind.
6. Our teachers desk is piled with books.
7. Johns hat is new.
8. The citys parks are kept in order.
9. Soldiers uniforms must be kept neat.
10. My aunts husband is my uncle.

II. Construct a good topic sentence for a paragraph describing one of the following:

1. A street cleaner
2. A farmer
3. A pupil in your class
4. A dog in your neighborhood

III. The teacher will dictate to you one of the paragraphs on page 62. Be sure to begin each sentence with a capital.

IV. Write six sentences using one of the following expressions in each:

promptly	with courage
disturb	pledge
require	resist

V. Change the sentences which you wrote under IV to questions.

VI. Write five sentences beginning with *It is.*

VII. Write five sentences showing continuing action. Change each sentence to show action in time past.

VIII. In the following sentences use the correct form of the words in parentheses:

1. (*Don't, doesn't*) anyone of you people know me?
2. Sara and (*I, me*) are ready to go.
3. Did you call for my father and (*I, me*)?
4. Who wants this candy? (*I, me*).
5. If you are tired, please (*lie, lay*) down.
6. I (*lie, lay*) down as soon as I came home.
7. The party (*begin, began*) at eight o'clock.
8. Who (*drive, drove*) your father's car last year?
9. We (*see, saw*) a bad accident on our trip.
10. As there was no more room, we (*sit, sat*) on the floor.

IX. Write a friendly letter to a cousin or to some other relative, telling about your favorite amusement or your favorite book or your favorite subject in school.

X. Tell whether the following sentences are written in direct or transposed order. Prove your answer by changing each sentence in direct order to a sentence

in transposed order and each sentence written in transposed order to a sentence written in direct order.

1. One spring day more than a hundred years ago, an awkward, roughly dressed man rode up to the door of a hotel in Baltimore.

2. He had no doubt undergone a long journey on horseback, as he was splashed with mud from head to foot.

3. Afraid that his guests would object to the queer-looking traveler, the landlord ordered the man away.

4. As the old fellow departed, the landlord said, "An old farmer shouldn't expect to stay at a first-class hotel."

5. Although he may have looked like an old farmer, he was a great man.

42. Writing a Diary

The following two paragraphs are taken from a diary kept by a boy who became a great traveler when he grew up. Read them.

Sunday, January 10.

It is raining, and I had expected to go skating today. I think I shall telephone Teddy to come to our house. Maybe we can get up some excitement and make things interesting until Sister stops us. How it does pour! There's the door bell. Someone is coming. Hurrah!

Monday, January 11.

Well, yesterday wasn't so bad, after all, in spite of the downpour. Teddy couldn't come; but Al Tompkins came just as I was beginning to think I should have to annoy my sister. Al knows some fine puzzles and we played until it was

time for supper. After supper I read my new library book—an exciting story of boys who journeyed down the Orinoco River. What a time they had! When I grow up that's what I'll do—travel.

Get a little notebook and write down the interesting things that happen from day to day. The experience will be both helpful and interesting. Looking back over the events of a day and deciding which of them is interesting enough to write about, makes your experiences mean more to you. Writing out the description of an interesting event each day will help you to master written expression, and it will give a real point to your writing. Later on, both you and your friends may enjoy reading a diary which you have kept.

43. When to Use *Teach* and *Learn*

The teacher *teaches.*
A pupil *learns.*

Some people make mistakes in the use of these two words. Remember that to *teach* means to *give* knowledge to someone else. To *learn* means to *gain* knowledge.

If you will remember the difference between a *teacher* and a *learner,* you will have no difficulty. You *teach* when you *help someone else to learn.* You *learn* when *someone else teaches you.*

Which word, *teach* or *learn,* is correct in the following sentences?

1. Why don't you ——— me to swim?
2. I can't ——— you because you are afraid of water.
3. Who ——— you how to add fractions?
4. I haven't yet ——— how to find the answer.
5. The angry farmer called out, "I'll ——— you to stay away from my orchard."
6. What have you ——— me that I could not have ——— from books?
7. I don't understand this book. Please ——— me how to study it.
8. When did you ——— to play so well?
9. Mr. Brown —— me every afternoon.
10. He was so dull that even his mother couldn't ——— him anything.

44. Using the Apostrophe in Contractions

We have seen that *don't* is a shorter way of saying *do not,* and *doesn't* a shorter way of saying *does not.* We call these shorter forms **contractions** because *contract* means to *make smaller.* What are the contractions of the following?

would not	are not
could not	were not
have not	is not

Remember that an *apostrophe* is used to show that one or more letters are omitted. What letters are left out in making the contractions used in the following sentences?

I've a new hat.	He'll never miss it.
I'm going away.	We'd like to go.

Remember that you never use *ain't*. It may help you to forget *ain't* if you read the following correct sentences several times:

Isn't he strong?	Am I not a strong fellow?
You aren't going.	I'm not in a hurry.

WRITTEN EXERCISE

Write five questions and answers, using *isn't* or *aren't* in both questions and answers.

45. The Person Addressed

1. John, come here.
2. Now, boys, we are ready.
3. If you please, sir, may I have some more?
4. Step this way, gentlemen.

To whom are we speaking in sentence 1? Note the comma after *John*. Who is addressed in sentence 2? Who is addressed in sentence 3? Who is addressed in sentence 4? What mark is used to set off the name of the person addressed? Notice that when the name or title of the person addressed is in the middle of the sentence, two commas are needed to separate it from the rest of the sentence.

Use a comma or commas to separate the name or title of the person addressed from the rest of the sentence.

WRITTEN EXERCISE

I. In each of the following sentences place a comma or commas between the name of the person addressed and the rest of the sentence:

1. Mr. Jones may I speak with you a moment?
2. Mary you do not do your work well.
3. Now my men you have done well.
4. George you are not studying.
5. Nature how fair is thy face!
6. You are welcome Hiawatha.
7. Mary Mary quite contrary how does your garden grow?
8. Why don't you speak for yourself John?
9. Charles come here.
10. Bring me some lilies Mary.
11. Tell me little girl what is your name?
12. Soldiers you must conquer or die.
13. Polly put the teakettle on to boil.
14. Father must I stay?
15. Blessings on thee little man!
16. Where are you going my pretty maid?

II. Write from dictation several sentences in which you must place a comma between the name of the person addressed and the rest of the sentence.

III. Write three original sentences of the same kind.

46. Telling Stories from Outlines

I. Read the following outlines. Each one is the outline of a story. Prepare to tell one of the stories to the class.

A. The Spoiled Party
   1. The preparation
      a. How we dressed
      b. What we bought
      c. Setting the table
      d. The decorations
   2. The arrival of the guests
      a. What they said
      b. How they amused themselves
   3. How the party was broken up

B. The Snow Battle
   1. Building the fort
      a. When
      b. Where
   2. The enemy
   3. The battle
      a. What happened
      b. The result

C. A Strange Ride
   1. The party
      a. Who
      b. When
   2. The place
      a. Where
      b. Why
      c. How you got there
   3. The ride

D. Trapped in a Cave
   1. How we made the cave

a. Who
b. Where
2. What we did in the cave
3. The accident

II. Prepare an outline for telling a story about one of the following:

1. A farmer—a traveling salesman—an angry dog.
2. A curious boy—a wasp's nest—an unpleasant discovery.
3. A canoe—a broken paddle—a long swim.
4. Mother away—getting dinner—a funny mistake.
5. A football game—a sprained ankle—Harry's chance.
6. Alone at night—a dreadful noise—the cat and the milk bottle.
7. Captured by the Indians—preparations for scalping—awakening from a dream.
8. A camping trip—awakened at midnight.

47. A Letter to an Absent Teacher

910 President Avenue
Brooklyn, N. Y.
December 2, 1930

My dear Miss Jessup,

Our class is very anxious to know whether your health is improving and how soon we may expect you back. Everyone in the class wished to write you a personal letter; but our teacher, Miss Ames, thought that one letter coming from the class would be better. My letter was chosen by my classmates, although I really think Molly Ferguson's letter was much more interesting.

We know that you are anxious about us; so I wish to let you know that everything is going nicely. Jane takes care of the fish bowl, as usual, and Anne looks after the blackboards. Mary has covered her geography! We have had almost a perfect record for attendance for the past three days, but Stella Hymes was absent a half day on account of a toothache.

We look forward to seeing you very soon.

Your loving pupil
Bessie Brown

What does the first sentence tell Miss Jessup? Think of another way of saying the same thing. After a number of your classmates have given their opening sentences orally, choose the sentence which you like best and write it on the blackboard.

What interesting information does the writer of this letter give Miss Jessup?

Suppose your teacher were absent. What interesting information would you give her?

Written Exercise

I. Prepare an outline for a letter to your teacher who, you may imagine, is absent. Perhaps the following questions will help you:

Why are you writing the letter?
What interesting things do you want your teacher to hear?
What do you wish to ask your teacher to do?

II. Write the letter for which you have prepared an outline.

48. Using Quotations

I. Copy one of the following paragraphs or write it from dictation as your teacher directs. Compare your work with the copy in this book to make sure that you have used the quotation marks and the other punctuation marks correctly.

1. Lincoln liked simple, direct language. He was very impatient with a man who used ten words where one was all that was needed. He once remarked, when a very long-winded speaker was presenting a tiresome report, "When I send a man to buy a horse for me, I expect him to tell the points of the animal—not to count the hairs on his tail!"

2. The officer stood gazing, now at the tree, and again at the soldiers. Then, all of a sudden, he asked the lad, "Is your sight good, you monkey?"

The boy replied, "I can spy a young sparrow a mile away."

"Are you good for a climb to the top of this tree?"

"To the top of this tree? I? I'll be up there in a half a minute."

"And shall you be able to tell me what you see up there?"

"Certainly I shall."

II. Change each direct quotation in the second paragraph to an indirect quotation.

49. Study of a Picture

What are these boys and girls doing?

Where do you suppose they are going?

Have they made a long trip? What makes you think so?

What do you suppose has happened to the one boy who has fallen behind his companions?

Imagine that you are one of the children in this picture. Tell a story about something that happened on your trip.

Here are some suggestions:

1. How we got started
2. Why we wanted to go to ———
3. A funny incident on the way
4. What I found on ———
5. How we got home
6. How I looked when I got home

50. A Correct Usage Game

The object of this game is to make sentences using an expression in Column I with an expression in Column II. The teacher or a pupil calls out an expression from either column. For example, if the teacher says "chair," the pupil called upon says, "I sat in the chair."

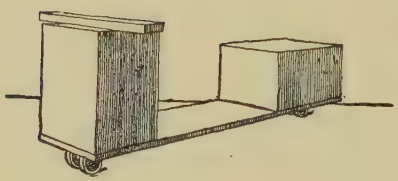
Column I	Column II
have begun	a team of horses
have seen	a new term
was driven	a fearful storm
sat	laughter
have lain	in the grass
burst	a good motion picture
drove	on the floor
lay	into tears
saw	in bed
met	a queer-looking person
glanced	across the park
ran	on my way to school

51. How to Make Something

The following composition was written by a schoolboy. Read it carefully. Have you ever tried to make a pushmobile? Most city boys have made one at sometime. Could you follow the writer's directions?

How to Make a Pushmobile

Any handy boy can make a pushmobile. You will need these materials: a soap box and a strong board about three



feet long and six inches wide. You will also need a roller skate, some nails, and a hammer.

Now you are ready to construct your pushmobile. Separate the skate into two pieces and nail the parts on the bottom of the board near the ends. The next thing to do is to fasten the box to this board at one end. You will need a handle or pusher. Nail a piece of board about two inches wide across the top of the box, letting it extend about six inches on each side. Your machine is now finished. You may, if you wish, add a box at the rear for a seat.

You can have a great deal of fun out of doors with a pushmobile. You can use it in playing and in running errands.

What was the writer's plan for his composition?
What is the topic of each paragraph?
How does the picture make the explanation clear?

Written Exercise

I. Think of something you would like to make for your own use. Before writing about it, make an outline for three paragraphs. Here are some things that boys and girls have made. Perhaps you will choose one of these articles:

A tool box	A scarf	A flower box
A basket	A bookshelf	A kite
An apron	A footstool	A cart

A sweater	A Christmas card	A puzzle
A leather purse	A wastebasket	A whistle
A stamp case	A book cover	A blacking stand

II. Write the second paragraph called for by your outline, explaining how you constructed the article.

III. Write from dictation a paragraph from the composition on pages 83 and 84. When you have finished writing, look at the printed copy. Make any necessary corrections.

52. Study of a Poem

THE OLD FLAG FOREVER

She's up there—Old Glory—where lightnings are sped;
She dazzles the nations with ripples of red;
And she'll wave for us living, or droop o'er us dead—
The flag of our country forever!

She's up there—Old Glory—how bright the stars stream!
And the stripes like red signals of liberty gleam!
And we dare for her, living, or dream the last dream,
'Neath the flag of our country forever!

She's up there—Old Glory—no tyrant-dealt scars,
Nor blur on her brightness, no stain on her stars!
The brave blood of heroes hath crimsoned her bars.
She's the flag of our country forever!

FRANK L. STANTON

What words should be emphasized strongly in reading the first line?

What words should you pronounce slowly in the third line? What tone should you use to read "droop o'er us dead?"

Select the words which you should emphasize in the second stanza; in the third stanza.

What expressions in these stanzas should be read with gladness in your voice?

When reciting this poem, at what parts is it proper to make gestures?

What words rhyme in each stanza?

What expressions are the same in each stanza?

Think of a stirring fact about our flag or our country. Word the fact so that it may be used as a good last line in a four line stanza. Then try to write three lines to lead up to the subject you chose.

53. Telling a Story

Jock Learns a Lesson

One of the biggest surprises and best lessons Jock ever had was given him by a hen, while he was still a growing-up puppy. He was beginning to *fancy* that he knew a good deal; and like most young dogs was very *inquisitive*, and wanted to know everything at once. At that time he was very keen on hunting mice, rats, and bush squirrels; and he was still much *inclined* to poke his nose into or rush on to things instead of sniffing around first.

However, he finally learned to be careful, and it was an old hen that helped to teach him. The hens usually laid their eggs in the coop because it was their home, but sometimes

they would make nests in the bush. One of the hens had done this, and the bush she had chosen was very low and dense. No one saw the hen make the nest and no one saw her sitting on it, for the sunshine was so bright everywhere else, and the shade of the bush so dark that it was impossible to see anything there. While we were at breakfast, however, Jock, who was *bustling* about everywhere as a puppy will, must have *scented* the hen or have seen this brown thing in the dark, shady hole.

The hen was sitting with her head sunk right down into her chest, so that he could not see any head, eyes, or beak—just a sort of brown lump. Suddenly we saw Jock stand stock-still, cock up one ear, put his head down and his nose out, hump up his shoulders a bit, and begin to walk very slowly forward in a *crouching* attitude. He lifted his feet so slowly and so softly that you could count five between each step. We were all greatly amused and thought he was pointing a mouse or a locust, and we watched him.

He crept up like a boy "showing off" until he was only six inches from the object, giving occasional *cautious* glances back at us to attract attention. Just as he got to the hole, the hen let out a *vicious* peck on the top of his nose and at the same time flapped over his head, screaming and cackling for dear life. It was all so sudden and so surprising that she was gone before he could think of making a grab at her; and when he heard our shouts of laughter, he looked as foolish as if he understood all about it.

From *Jock of the Bushveld* by Sir Percy Fitzpatrick

Find in the dictionary the meaning of each italicized word in this story. What synonyms could you use for these words?

Oral Exercise

I. Tell the story "Jock Learns a Lesson." Try to use the words that you looked up in the dictionary.

II. Think of another animal story to tell to the class. Perhaps these suggestions will help you:

1. A cat learns not to rob a bird's nest.
2. A dog learns not to go too near a beehive.
3. A dog is taught not to bark at callers.
4. A horse is taught not to be afraid of automobiles.
5. A kitten learns not to eat food that is too hot.

Class Criticism. Criticize some of the stories told by the class, following the outline on page 12.

The following questions, applying to oral composition, may be added to the list you find there:

1. Did the speaker stand erect and at ease?
2. Were his words spoken clearly and distinctly?
3. Did he pronounce all his words correctly?

Written Exercise

Copy one of the paragraphs in the story which you have just studied. Make sure that you have copied it correctly.

54. A Description Game: "Who Is It?"

Describe a person whom all your classmates know, but do not tell who it is. Make them guess the name from your description. Perhaps you can use the words in the following list. You will notice that these words

are grouped in pairs. Each pair is made up of words which are opposite in meaning. As you know, such words are called antonyms.

tall	short	kind	severe
stout	thin	merry	sad
dark	light	happy	miserable
soft	loud	quick	slow
bright	dull	friendly	unfriendly
heavy	light	farsighted	shortsighted
nervous	calm	leader	follower
patient	impatient	clean	dirty

55. Changing Sentence Structure

1. Children eat food.
2. Food is eaten by children.
3. My brother bought this book.
4. This book was bought by my brother.

Sentences 1 and 2 express the same thought in slightly different words. Sentences 3 and 4 express the same thought, but the order of words is changed and words are added. In changing the sentence structure, it is often necessary to change the words used or to use additional words. For instance, in sentences 2 and 4, we use the word *by*.

EXERCISE

The following sentences tell what some person or thing did. Change the sentence structure to tell what is being done, or what was done to some person or thing.

1. The outlaw opened the door.
2. One of the travelers saw them.
3. The women were hiding their jewels.
4. My father gave me my courage.
5. The newcomers astonished the outlaw.
6. My father supports me.
7. The teacher gave me the prize for English.
8. The girl placed a clean sheet on the bed.
9. The bold fellow delivered the challenge.
10. The loyal troops occupied the city.
11. You offended the lady.
12. My mother persuaded my father to buy a car.
13. We drove the cunning fox out of the yard.

56. Abbreviations

You have learned that, in writing certain words, we frequently use shorter forms called **abbreviations.** Thus, the words *Doctor, Colonel, General,* etc., are often abbreviated to *Dr., Col., Gen.,* etc., when they are used with proper names.

EXERCISE

I. For what words do the following abbreviations stand?

Jas. Smith & Co.	P. O. Dept.
Theo. Roosevelt	The Penn. R. R. Co.
Wm. Penn	The N. Y. Times
Mrs. Thos. Brown	The Dept. of Street Cleaning
Hon. Chas. E. Hughes	The Hudson Bldg.
Gen. John Pershing	U. S. Mail

II. Write abbreviations for each of the following:

1. The names of the months that can be abbreviated.
2. The days of the week that can be abbreviated.
3. The first names of five boys whom you know.
4. The names of five companies.
5. The names of five prominent men.
6. Five dates important in your history work of this grade.
7. The names of five states about which you have studied.

57. Using the Dictionary

You have found that all the words in the dictionary are arranged according to alphabetical order; that is, all words beginning with *a* are listed in order, all words beginning with *b* are listed in order, and so on. You will also find that the words within the *a* section are arranged in alphabetical order. *Able* comes before *acid*, because its second letter *b* comes before *c*, the second letter of acid. *Able* also comes before *abroad* because its third letter *l* comes before *r* the third letter in abroad.

For example, the words *abate, academy, adequate, air, alliance, amiable* and *amiss*, are arranged alphabetically in the dictionary.

In the list of words at the top of the next page pick out those words whose place was decided by their second letter. By their third letter.

Written Exercise

I. Arrange the words at the top of page 92 as they would appear in the dictionary.

cunning	choice	ceiling	consider
Christmas	church	citizen	control
contest	cashier	citizenship	challenge
commander	calendar	city	courage

II. Arrange the following words alphabetically:

day	death	attention	require
protest	despair	light	occupy
advise	scorn	medicine	shrink
message	praise	entrust	troop
resist	drag	coward	plunge
approve	lowly	outlaw	depth

III. After writing the words in your spelling lesson from dictation, arrange them in alphabetical order.

58. An Invitation to the Principal

P. S. 300 Manhattan
New York, N. Y.
November 15, 1930

Dr. Gerald Norton, Principal
P. S. 300 Manhattan

My dear Dr. Norton,

Our class, $6A^3$, invites you to a Thanksgiving Day play to be given on Wednesday afternoon at two o'clock in the auditorium of the school. We are sending you this invitation now, because we hope that ours will be the first that you receive, and that you will therefore be able to come.

Yours truly,
Morton Green
Class President $6A^3$

Pick out five important things told by the first sentence in this invitation.

What does the rest of this letter tell? Make an outline for this invitation.

WRITTEN EXERCISE

Make an outline for one of the following invitations to be written by you on behalf of your class. Then write the invitation.

1. Invite your teacher to a Christmas Play. State when, where, and why she should come.

2. Invite another teacher in the school to attend a party to be given by your class. Make the letter read so that she will want to accept the invitation.

3. Invite your District Superintendent to see an exhibition of drawings or a game. Your District Superintendent is very busy, but he may come if you can make your invitation very attractive.

4. Invite the principal of your school to see your grade play another grade. Tell him all about the game and arouse his curiosity.

59. Transposing Sentences by Using *There*

We have learned that it is a good thing to use transposed order in some of our sentences. A simple way to transpose a sentence is to begin with the word *there*.

EXAMPLE: Three packages were still to be delivered.
There were three packages still to be delivered.

Transpose the following sentences by beginning each one with *there*. Make any slight changes in the wording that may be necessary.

1. We must consider several things.
2. Your answer gave no offense.
3. A number of attempts were made to raise the sunken ship.
4. Many astonishing feats of skill were performed by our boys.
5. Defiant glances are exchanged by the outlaw and the beggar.
6. No sound is heard in the assembly room.
7. A beautiful view of the Hudson is to be had from that point.
8. A very good reason for hurrying occurred to me.
9. An old gentleman happened to be crossing the street.
10. A serious accident is likely to happen if you are not more careful.

60. Working from an Outline

Write an outline to be followed in telling the class a story. Use one of the topic sentences on the next page for your story. In planning the outline and your story, you may need to consult some reference books in order to get the necessary information. When you have completed your outline, give your talk before the class.

1. Washington's army suffered many hardships at Valley Forge. (The details of your outline should tell some of the sufferings of the army.)

2. Nathan Hale deserves the gratitude of his countrymen. (The outline should suggest some reasons why he deserves the gratitude of Americans.)

3. We have many more comforts today than the people had one hundred years ago. (The outline should mention some of the comforts we have.)

4. Abraham Lincoln had a soft and tender heart. (The outline should suggest incidents to prove this statement.)

5. Jefferson showed great wisdom in the purchase of Louisiana. (The outline should show why the purchase was a wise one.)

6. The soldiers during the World War had many thrilling experiences. (The outline may suggest one incident which was thrilling.)

Written Exercise

I. Select one of the important history dates that you have learned in your grade. Outline the reasons for the importance of that date. Write a good topic sentence for the paragraph you have outlined.

II. Write the paragraph you have outlined.

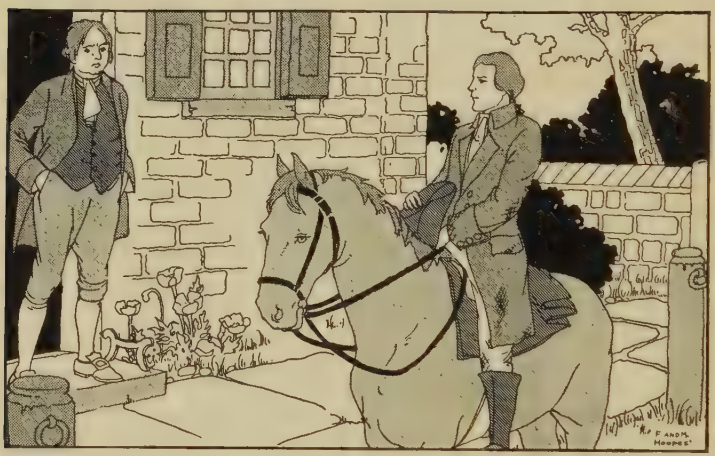
61. Dramatizing a Story

A Mistake

One spring day more than a hundred years ago, an awkward, roughly dressed man rode up to the door of a hotel in Baltimore. He had evidently had a long journey on horseback, for he was splashed with mud from head to foot.

"Have you a room for me here?" he asked the landlord.

The landlord looked at his shabby, mud-spattered clothes. He could hear his guests laughing about the old countryman. "Farmer Mossback," they called him. The landlord was afraid that his guests would object to the queer-looking traveler; so he answered, "No, I have no room. The only place where I could let you sleep would be the barn."



"Very well," answered the stranger, "I will go around the corner to another inn."

"An old farmer like that shouldn't expect to stay in a first-class hotel," said the landlord to his guests as the old fellow departed.

Soon a man on a beautiful black horse rode up. "May I see Mr. Jefferson?" he asked. "He promised to meet me here this morning."

"Mr. Jefferson?" said the landlord. "You mean the President? He is not here. No one has come to the hotel today

except a queer-looking old farmer so covered with mud that we could scarcely see what color his clothes were. He went to the inn around the corner."

"Was he tall and red-haired?" asked the other sharply.

"Yes," said the landlord.

"Did he ride a gray horse?"

The landlord nodded.

"That was Mr. Jefferson," said the man as he hurried away.

The landlord called his servants, ordered them to prepare the best rooms, and hurried over to the other hotel. There sat the old farmer and his friend.

"Mr. President," said the landlord, "I have come to beg your pardon. You were so splashed with mud that I thought you were a farmer. Won't you come back and occupy my best rooms?"

"Mr. Landlord," answered the President, "I shall stay where I am. If there is no room for a farmer in your hotel, there is no room for me."

Exercise

I. Tell the story "A Mistake." Can you think of any other story of which this story reminds you? Tell it to the class.

II. Select the sentences spoken directly by the speakers. Read these sentences as indirect quotations.

Example: "Have you a room for me here?" the roughly dressed man asked the landlord.

The roughly dressed man asked the landlord if he had a room for him.

III. Change the structure of each sentence written in transposed order to a sentence written in direct order.

A Class Dramatization

Make a play out of this story. How many actors will you need? How many scenes will your play have? Will you need to make up any speeches for your actors?

The first part of your play might sound like this:

First Guest: (*standing at the window*) Here's Farmer Mossback coming to town!

Second Guest: Look at the mud! What color do you suppose his clothes really are?

Third Guest: Imagine an old farmer expecting to stay at a place like this!

Stranger: (*entering the room*) Have you a room for me here?

Landlord: No, I have no room. The only place where I could let you sleep would be the barn.

62. Study of a Poem

Old Ironsides

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar;
The meteor of the ocean air
Shall sweep the clouds no more!

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;
The harpies of the shore shall pluck
The eagle of the sea!

O better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail
And give her to the god of storms,
The lightning and the gale!

OLIVER WENDELL HOLMES

I. Answer the following questions about the first stanza. If your answer requires knowledge of a fact in history, look up the story of the naval battle between the *Constitution* and the *Guerrière*.

1. Why has "many an eye danced to see that banner in the sky?"

2. What does *it* in the fifth line refer to?

3. Look up in the dictionary the meaning of the word *meteor*. What is meant by the "meteor of the ocean air"?

Read the first stanza silently. Make up your mind where you would pause in reading it aloud. Read it again to make up your mind what words to emphasize.

II. Answer these questions about the second stanza:

1. What is it that "shall feel the victor's tread no more"?
2. Who is the "vanquished foe"?
3. What is the meaning of the word *harpies?* Look up the word in the dictionary.

Read the second stanza silently. Make up your mind where you would pause in reading it aloud.

III. Answer these questions about the third stanza:

1. Why does the poet call the ship a "shattered hulk"?
2. Why is it better to let the old ship "sink beneath the wave" than to break her up?
3. What does the poet think should be done with the old ship?

Read this stanza silently, as you did the first and second.

IV. Memorize the poem.

63. Correct Use of Words

In each of the following sentences use the correct form of the word given in parentheses:

1. After the Mexican War gold was (*see*) by a working man in the Sacramento Valley.
2. The gold was (*lie*) in the river.
3. Many fortune hunters (*drive*) to the valley in covered wagons.
4. The Indians (*begin*) to wage war against the white man.
5. The other day one of the steam pipes (*burst*) in the schoolroom.

6. The women and children (*sit*) in the wagons while the men remained outside.

7. "Have you (*see*) any Indians about?" asked an old scout.

8. I have (*ride*) all the way from Sacramento without meeting one.

9. Let us (*lie*) down under the wagon and talk things over.

10. Then the scout (*begin*) a story which he never finished.

64. Describing a Place

Peggotty opened a little door and showed me my bedroom. It was the completest and most desirable bedroom ever seen—in the stern of the vessel; with a little window, where the rudder used to go through; a little looking-glass just the right height for me, nailed against the wall, and framed with oyster-shells; a little bed, which there was just room enough to get into; and a nosegay of seaweed in a blue mug on the table. The walls were whitewashed as white as milk, and the patchwork counterpane made my eyes quite ache with its brightness.

From *David Copperfield* by Charles Dickens

Can you see how this room looked? What words does Dickens use to prove that the little room was desirable? What plan do you think the author had in mind as he wrote this description? What is his topic sentence?

Written Exercise

I. Write a topic sentence for a paragraph describing each place or object listed on page 102.

1. A classroom that looks cheerful
2. A typical boy's room
3. A girl's room
4. The desk of a careless pupil
5. The desk of a painstaking pupil
6. A disorderly kitchen
7. A comfortable living-room

II. Write an outline developing one of the topic sentences.

III. Write a description based on your outline.

Third Review

I. Select the correct word in each sentence:

1. We boys must (*teach, learn*) our little brothers to skate.
2. Everyone will (*teach, learn*) several poems in school.
3. Each of us boys must furnish (*his, their*) own lunch.
4. All members of the class will take (*his, their*) places at once.
5. All the children will (*teach, learn*) arithmetic.
6. I'll (*teach, learn*) you to dance.
7. Please (*learn, teach*) me to write well.

II. Select the correct word in each of the following sentences:

1. Many of us (*is, are*) going to the party.
2. There (*is, are*) forty-eight stars in our flag.
3. Which (*is, are*) the highest mountain in the United States?
4. Sailors (*was, were*) walking with soldiers.
5. Every day I see that my teeth (*is, are*) brushed.

6. (*Was, were*) those your books?
7. Today my shoes (*is, are*) clean.
8. (*Were, was*) your eyes examined by the doctor?
9. The superintendent of schools (*is, are*) present.
10. (*Is, are*) the Canadians tall or short?

III. Write ten words that may be used in describing a person.

IV. Write antonyms for the following words:

leader	true	sad	resist	daring
accept	sick	quiet	peace	bright

V. In one paragraph explain how to play a game that you know well.

VI. Write contractions for the italicized words in the following list:

You *are not*	I *shall not*
He *does not*	We *must not*
She *can not*	They *will not*

VII. Your teacher will dictate a paragraph from the story on pages 95 and 96. Compare your written work with the copy in the book to see that you have quotation marks in the right places.

VIII. Read aloud the following sentences. The teacher will take one point off for every word you mispronounce.

1. Our Government and the Allies erected a gymnasium in France for athletic purposes.
2. Every airplane burns gasoline.
3. Give me your address, and I will send you my history.

4. Certain people are too cunning to accept gifts.
5. We joined in the laughter very promptly.
6. If possible, I shall persuade my friend to be prompt.
7. The enemy took a firm stand against his opponents.

IX. Write three sentences using direct quotations. Change the sentences so as to use indirect quotations.

X. Write your diary for two days. Tell about only one interesting happening on each day.

65. Study of a Picture

Suggest a title for this picture.

What are these children doing?

Why is no older person in the room?

ORAL EXERCISE

Imagine that their mother suddenly comes into the room. How would she act? Let one pupil take the

part of the mother, and three pupils the parts of the children. Let them give the conversation that would follow:

1. If Mother were surprised
2. If Mother were annoyed
3. If Mother were pleased

WRITTEN EXERCISE

Write the conversation between the mother and one of the children. Remember to use quotation marks around the direct quotations.

66. Using *Lie* and *Lay*

1. I *lie* on the couch.
2. I *lay* on my couch yesterday afternoon.
3. I *have lain* there many afternoons.
4. I always *lay* the book on the table when I finish reading.
5. I *laid* the book on the table yesterday.
6. I *have laid* it on the shelf for the night.

In sentences 1, 2, and 3 we have used the word *lie*, *lay*, or *lain* in the sense of *recline* or *rest*. Read these sentences using *recline* instead of *lie*, *lay*, and *lain*.

In sentences 4, 5, and 6 *lay* and *laid* mean *put* or *place*. Test these sentences to prove that this is so.

Notice also that in sentence 1 we are speaking of present time. In sentences 2 and 3 we are speaking of past time. What time is expressed in sentences 4, 5, and 6?

Remember to use the correct word as indicated below:

	To recline	*To place*
(Present time)	lie	lay
(Past time)	lay	laid
(With helping words, *has, have, had, shall have, will have*)	lain	laid

Never use ***lay*** for ***lie.***

Never use ***laid*** for ***lay*** or ***lain.***

EXERCISE

Use the correct words for the blanks in these sentences:

1. The boy's coat ——— on the ground.
2. It had ——— all night.
3. Where did you ——— it?
4. They have ——— the foundation.
5. He ——— in bed till eight o'clock.
6. I have not ——— down all night.
7. I ——— awake several hours.
8. Mother, may I ——— down?
9. How long has your cap ——— there?
10. ——— it on the table.

67. A Letter of Invitation and a Reply

1563 Union Street
Brooklyn, N. Y.
January 4, 1930

Dear Ethel,

My sister Edith, as you know, will have a birthday next Tuesday. We want to give her a surprise party at 4:00 P. M. and would like to make it as much of a surprise as possible.

We especially want to have her best friends. Can you come? I know that Edith does not expect you because you live so far away. I am sure it would be a great surprise to her to see you when she comes home from school next Tuesday afternoon.

Do come. Above all, don't let a word of this escape.

Sincerely yours,
Ruth

140 West 125 Street
New York, N. Y.
January 6, 1930

Dear Ruth,

I have spoken to Mother about coming to Edith's surprise party next Tuesday afternoon. She thinks that I may be able to arrive in time if I leave school promptly at three o'clock, and take the express to Brooklyn. I should then get there by four o'clock. Shall I be in time for the party?

You may be sure I will not tell the secret.

Affectionately yours,
Ethel

Written Exercise

Write one of the following letters:

1. Invite your cousin, who lives out of town, to visit you during Christmas week.

2. Write the answer from your cousin saying that she has planned to have a party at her house and cannot come.

3. Write a letter to your parents, inviting them to come to school to see an exhibition of compositions.

4. Write a letter to your father, asking him to come to a parents' meeting. Be sure to give the time and place of the meeting.

5. Invite a friend to go walking with you next Sunday. Suggest where you want to walk and what you expect to see.

6. Invite a friend to visit your club meeting. Tell why you think the club meeting will be interesting.

7. Write the friend's letter, accepting the invitation.

68. Review of Capitals and Punctuation Marks

Copy one of the following paragraphs, or write it from dictation as your teacher directs. Use capitals and punctuation marks where they are necessary.

1. in 1803 president thomas jefferson succeeded in buying the louisiana territory from france for fifteen million dollars by this act he more than doubled the area of the united states and the price was less than three cents an acre many did not admire the act of the president some people objected to the purchase because they said it was an act of folly to buy land when we already had so much the president would not yield he never doubted that he was right jefferson lived to see the day when the people who had opposed bitterly his plan to increase the size of the union were glad of the fact that the mouth of the mississippi river belonged to the united states

2. in 1804 president jefferson sent out lewis and clark to explore the new territory imagine that you were invited to join their trip through territory which no white men had seen they started at st louis now a glorious city but then a small village of log cabins they proceeded up the missouri river until they had no further use for their boats then they succeeded in

getting an indian girl to act as guide they withstood the arctic cold of the mountains as well as the tropic heat of the valleys in october 1805 they again launched their canoes on this stream sailing down until they entered a large river for a month they drifted but on november 7 1805 they reached its mouth because of a dense fog which hid everything they could not see the surrounding countrv when the fog lifted they saw the pacific ocean.

69. Telling a Story

Why George Was Not Promoted

George Reynolds was in a dolcful frame of mind. He felt hurt and neglected, and the boys told him he had good reason for feeling so. He had been working for Robinson and Company for the last year and was now getting five dollars a week less than the Gardner boy. The worst of it was that Henry Gardner was two years younger than George and had begun to work for the firm only two months before.

For two weeks George sulked, but no one at the office paid any attention to him. Then one afternoon he saw Mr. Robinson standing at the window, smiling good-naturedly. "This is a good time to speak to him," thought George.

"Well, George," asked his employer, "what's on your mind?"

"May I ask you a question, Mr. Robinson?" said George.

"Certainly."

"Mr. Robinson, have I obeyed all your orders?"

"Why, of course you have."

"Have I done my work satisfactorily?"

"I think so. What seems to be the trouble?"

"Just this, Mr. Robinson. I have nothing against Henry Gardner, but why should he be promoted instead of me?"

"Excuse me for a moment, George. Would you mind stepping out to the street to find out what our truck driver is putting on his wagon?"

George left the office and returned in a moment, saying, "He is taking out a load of coffee."

"Please go down once more and find out how much coffee he is taking." George soon returned with the information that there were twenty-five bags.

"Oh, I forgot to tell you to find out where he is going to deliver the bags."

For the third time George left the office. When he returned his employer said, "Now, George, please ask Henry Gardner to see me."

George called Henry to the office. Mr. Robinson motioned George to a seat and said, "Henry, I want you to go downstairs and find out what that truck driver is putting on his wagon."

In a moment Henry returned.

"He is delivering twenty-five bags of coffee to Johnson and Company at their Jersey City Office."

"Thank you, Henry. That is all."

Mr. Robinson turned to speak to George, but the boy's face showed that no comment was needed.

What cause for grievance did George have?

Was Henry in any way to blame for what happened to George?

What qualities did Henry possess that were lacking in George?

WRITTEN EXERCISE

I. Use the following words in sentences to describe people:

EXAMPLE: Intelligence.

Henry showed greater intelligence than George when he was sent on an errand.

indifferent	alert	punctual
plodding	slow	clock-watcher
businesslike	obedience	excuse-maker
energetic	eager	fault-finder
initiative	honesty	trouble-maker

II. Write the letter that George might have written to his mother that evening.

III. Which sentences in the story, telling why George was not promoted, are transposed in form? Change each transposed sentence to a sentence in the direct order.

70. Organizing a Club

Thanksgiving Day was only four weeks off, and the pupils of the 6A class had not yet decided upon the program which they were to give at the school assembly. It wasn't that they didn't have good ideas or excellent talent to carry out their ideas; but, somehow, they couldn't decide on who was to be the Indian Chief in their play or who should take the part of Captain Miles Standish. Frank Jones thought that Neil Ferguson would make a splendid Captain; but then Anson Stillwell objected because Neil was so short. Miss Fenton would not interfere. "This is your affair and you must settle

it yourselves," she said as she left the room. Everyone got up to talk and no one could make himself heard.

When the hubbub died down a bit, Elsie Anderson quietly rose and in a soft, slow voice said something which made them listen: "We'll never get anywhere as long as everyone talks at once. I think we should organize a club and proceed with our business in an orderly manner. I belong to a club where we settle our problems because we follow club procedure."

"Come on, Elsie, and show us how to do it," shouted someone.

Elsie came forward and explained that a club has several officers but that the important officers are a chairman, or presiding officer, and a secretary who keeps the records of the club. These officers, she explained, must be elected by a majority of the members of the club who are present. "Now let's elect a chairman," said Elsie. "Nominations for chairman are in order."

"I think Jerry Anker would make a good chairman," said Neil.

"But that is not the way you nominate a person for any position. You must stand, and when the presiding officer gives you permission to speak, you say, 'I nominate Jerry Anker!' Then it is necessary for someone else, who would like to have Jerry as chairman, to stand and say, 'I second Jerry Anker's nomination.'"

The boys and girls quickly entered into the spirit of the club. After Jerry Anker was nominated, Tilly Allen nominated Elsie Anderson but Elsie said, "No, I decline." Then Tilly nominated Jim Blaud and Fred seconded his nomination.

"Are there any further nominations?" asked Elsie. "I move that nominations be closed," said Arnold.

"All those in favor of closing nominations say *aye*," said Elsie. There was a shout of *ayes* which the people on the next block must have heard.

"All those opposed say *nay*." There were no shouts of *nay*; and so the nominations were closed, and the fight for the chairmanship was on between Jim Blaud and Jerry Anker.

Elsie then appointed two tellers whose business it was to give out pieces of paper on which the pupils were to write the name of the candidate for whom each voted. These pieces of paper, she said, were called ballots. The tellers were to collect the ballots and then count the votes. When the ballots were counted, Jim had received eighteen votes and Jerry twenty-two. Elsie then said, "Jerry Anker is elected chairman." After that the club elected Elsie as secretary. "Should we not have a treasurer?" asked Julia Lobe. "We should if we had any money," said the chairman; "but at present I think we don't need one."

With officers elected, the club settled down to business. Someone moved that they elect a chairman of the Program Committee. Tom Alders was nominated, and since there was no other nomination he was unanimously elected to head the Program Committee. Then a lively battle followed the nomination of Neil Ferguson and Anson Stilwell for the chief place on the program. Neil was elected by a very close vote. Molly Caldwell was chosen for the principal girl's part. The other positions were quickly filled. As it was almost four o'clock, Elsie rose and said, "Mr. Chairman, I move we adjourn." The chairman put the question to a vote and the first day of the club came to a happy end.

EXERCISE

The best way to learn to follow club procedure is to organize a club. There are a number of expressions which you should learn to use:

In asking for permission to speak: "Mr. Chairman, may I have the floor?"

In proposing something: "Mr. Chairman, I move that ——— (whatever you wish to propose.)"

In seconding a motion: "Mr. Chairman, I second the motion."

In naming someone for a position: "Mr. Chairman, I nominate ——— for the position of ———."

When you wish to stop further discussion or nominations, it is necessary to make a motion: "Mr. Chairman, I move that nominations be closed"; or, "Mr. Chairman, I move we proceed to a vote."

You may organize any kind of club which your teacher approves.

71. Giving Reasons

Imagine that your class wishes to elect an officer. Whom would you nominate? What words would you use in nominating your candidate?

Now think of three good reasons why the other pupils in the class should vote for your candidate. Perhaps these questions will help you to state your reasons.

1. What duties must the president perform?
2. What duties must the secretary perform?

3. What duties must the treasurer perform?

4. What special ability does your candidate possess?

5. In what way is your candidate better suited for the position than any other candidate?

After each pupil has made his nominating speech and has given his reasons, the class may decide by a vote who made the best speech.

72. Giving a Play

THE FIRST TRIP OF THE "CLERMONT."

TIME: A morning in August, 1807.

PLACE: A wharf on the Hudson River. The wharf is crowded with people watching a queer-looking boat on which the sailors are busily loading great heaps of pine wood. A group of people stand talking at one end of the wharf.

CHARACTERS: Father, Jack, Uncle Thomas, Mr. Stone, Betsy

JACK: Where is Mr. Fulton's boat, Father? Is that it? What a queer-looking boat!

UNCLE THOMAS: The lad is right. It is a queer vessel.

MR. STONE: Queer! Of all the strange craft that have sailed up our Hudson since the days of the *Half-Moon*, "Fulton's Folly" is the strangest! I've watched them building it these past six weeks, and many's the time I've nearly burst the buttons from my waistcoat laughing at its queerness. Look at that paddle wheel, and that queer tall pipe where the smoke comes out!

BETSY: It doesn't look like the pretty boats that sail past our house. Where are the sails?

Uncle Thomas: "Fulton's Folly" needs no sails, my child.

Father (*to Betsy*): Mr. Fulton thinks that all boats will soon sail by means of steam and not by sails.

Jack: What is steam, Father?

Father: Did you ever watch the lid of a teakettle move up and down when the water boiled?

Betsy } Oh, yes!
Jack }

The "Clermont"

Father: Mr. Fulton thinks that he can make steam move a boat just as it moves the lid of the teakettle.

Uncle Thomas: Robert Fulton will find that there's a vast difference between a teakettle lid and a river boat.

Mr. Stone: These dreamers! Who could expect anything practical from an artist? He was a pretty fair portrait painter. Why didn't he stick to his painting and not try to be an "inventor"?

UNCLE THOMAS: "Fulton's Folly!" Poor Robert! What a pity he should have come to this!

FATHER: Don't be too sure, Thomas. "Fulton's Folly" may surprise us all. Steam has wonderful possibilities. If Fulton is right ——

MR. STONE: Of course, I had forgotten that you were one of our noble legislators who passed the bill granting to Livingston and Fulton the exclusive right to navigate with steamboats the waters of New York State. The exclusive right! Ha! Ha! Ha! Who did you think was going to dispute their right? How many foolish people do you think the state holds? I hope there are only two of that variety.

FATHER: Today will tell. This trip to Albany is a fair test.

MR. STONE: To Albany! That's a fine jest! To the bottom of the river more likely. They tell me another steamboat of his lies in France at the bottom of the Seine.

FATHER: I admire the man's courage and perseverance in trying again. And I believe he's right. Watt's engine has proved the power of steam. Nothing is impossible.

UNCLE THOMAS: There aren't more than thirty people in the country who will keep you company in your belief. Look! They're getting ready to start.

JACK: Oh, what black smoke! Is the boat on fire?

BETSY: Oh, Father, see the sparks! They will burn us! Let's go home!

FATHER: Wait, child!

JACK: See the big wheels go! What are the wheels for?

UNCLE THOMAS: Fulton says the wheels help to make the boat go.

FATHER: Yes, he told me that once when he was a boy he put side-paddle wheels on a rowboat and saved most of the trouble of rowing.

BETSY: Where is Mr. Fulton?

FATHER: There on the deck. See, the tall man in the blue coat.

BETSY: How bad he must feel when he hears the people laughing at him!

MR. STONE: Ah, there she goes! Ten minutes more and the *Clermont* will be at the bottom of the river.

BETSY (*crying*): Will all the people drown? Oh, Father, what will become of poor Mr. Fulton?

JACK: Listen to the shouting!

(*The people on the wharf cry: "Ha! Ha! Fulton's Folly is burning up!" "Her first and last trip!" "Fulton's Folly!" "Ha! Ha!" "Don't burn everything on shore."*)

FATHER: It's sailing!

MR. STONE: Wait till the wind strikes it. Sailing against the wind! Poor crazy dreamer!

FATHER: Wait! Wait!

UNCLE THOMAS: It is sailing. Look! Against the wind and the current!

MR. STONE: It can't stay up long.

FATHER: It has passed those two boats! Wait!

(*The crowd grows silent, looking after the Clermont, which sails slowly up the river.*)

MR. STONE: Can it be true? Is she going to make it?

UNCLE THOMAS: "Fulton's Folly!" Perhaps it isn't such folly after all.

FATHER: The trial is going to succeed! This is the greatest day the old Hudson has known since Henry Hudson himself

sailed up the harbor. Fulton is right. Who can tell what steam will mean for the future of our country?

BETSY: How glad Mr. Fulton must be!

JACK: Oh, Father, do you suppose he would take me on the next trip? I want to ride on the *Clermont.*

Read this play silently. Then discuss in class the following points:

1. How many actors are needed?
2. Who will represent the various actors?
3. How will each part be spoken?
4. How can you represent the wharf?

Let the actors who are chosen give the play before the class after they have rehearsed it. The rest of the class may offer suggestions and criticisms. The play should then be rehearsed once more, and may be given before another class or before visitors.

73. Planning an Entertainment

A CLASS PROJECT

Plan a program for an entertainment which your class might give. Perhaps you can entertain another class or the school assembly.

The following suggestions will help you prepare your program:

1. The class may select the pupil who can tell the best original story. Recall some of the stories that have been told in class this term.

2. Several pupils may recite for the class one of the poems memorized this term. The class may choose the one who gives the best recitation.

3. The best written description may be selected to be read aloud. Recall the descriptions written for Lessons 30, 33 or 36, of this book.

4. The most original letter may be chosen to be read aloud.

5. A dramatization of a story may be prepared. Perhaps you will choose one of the plays you have given this term. (See pages 95 and 115.)

6. An original poem may be read.

GENERAL REVIEW AND TEST

I. Use the correct word in each of the following sentences:

1. Who owns (*these, them*) skates?
2. (*These, them*) are mine.
3. Where did you get (*these, them*) wheels?
4. I bought (*these, them*) wheels in a store.
5. May I try (*them, those*) skates on?

II. Use the correct word in each of the following sentences:

1. Turn (*slow, slowly*) at the corner.
2. The river is exceedingly (*quiet, quietly*).
3. You speak very (*good, well*).
4. Their work was done (*good, well*).
5. They played very (*noisy, noisily*).
6. Have you (*laid, lain*) the pen in its proper place?
7. I wish to (*lie, lay*) down to rest.

III. Think of a synonym or an antonym for each word in the list below:

try	friend	furious	important
protect	bright	hurry	require
beneath	clear	numerous	strong
certain	youthful	cruel	sharp

IV. Your teacher will dictate one stanza of a poem you have studied. Compare your work with the copy

in the book to make sure that you have capitals in the right places.

V. Write from memory one of the poems you have studied.

VI. Write a letter to your principal asking him to come to an entertainment given by the class at the end of the term.

VII. Write the following paragraph using capitals and punctuation marks where necessary:

general custer designed his own uniform a fantastic comic opera getup which became the joke of the army he wore a short coat of black velvet with velvet trousers stuck in his large cavalry boots instead of the usual shoulder straps custer wore gold lace chevrons that ran from wrist to elbow he added a wide-brimmed hat that he had taken from a captured confederate officer a navy blue shirt with a broad collar adorned with gold stars and to top it all off a wide flowing necktie

VIII. Write your diary for two days. Tell about only one interesting happening on each day.

IX. Write three sentences beginning with the words *There is* or *There are*. Write three sentences beginning with the words *It is*.

GRADE VOCABULARY

1. Words

accept
action
advice
advise
after
approve
astonish
attempt
attention
band
before
beloved
beneath
bold
burst
certain
challenge
choice
comrade
consider
contest
control
courage
coward
cunning
defiance
defy
deliver
depend
depth
disturb
echo
entrust
errand
faith
firm
follower
forth
forward
gallant
glance
guard
guide
hastily
hasty
heart
hesitate
if
impatience
impatient
inquire
jolly
laughter
leader
leap
loyal
meantime
merrily
merry
message
necessary
occupy
offend
offense
outlaw
patience
patient
peace
persuade
pledge
plunge
possible
prize
proceed
prompt
protest
quarrel
regret
require
resist
resistance
risk
roam
roar
scorn
shrink
skill
sober
stern
stout
straight
strange
stride
strode
sturdily
sturdy
support
throughout
troop
until
view
warn
when
while
withstand
withstood
yield

2. Phrasings

approved of—thought well of—liked
complained of—protested against
promised aid—promised to help—pledged support
promptly—without delay—at once
required—had need of—stood in need of
stood firm—refused to yield
while that was happening—during that time—in the meantime
with courage—with a stout heart—bravely
without doubt—surely—most certainly

3. Synonyms

ask—inquire
beneath—below—under
certain—sure
defend—protect—guard
go—proceed
pause—hesitate
promise—pledge
require—need
try—attempt
warn—caution

4. Antonyms

above—beneath
accept—refuse
leader—follower
merry—sad
resist—yield
war—peace

5. Words for Pronunciation Drill

accept
beneath
certain
choice
cunning
firm
persuade
prompt

6. Using the Grade Vocabulary

The following story contains the words and groups of words that you are expected to be able to use in this grade. Your teacher will dictate some of the sentences, and will then give directions on how to use these words in sentences and paragraphs which you may write.

Robin Hood Turns Beggar

After jolly Robin had left his beloved comrade, Little John, at the forking of the roads, he strode merrily onward in the mellow sunlight that shone about him. Ever and anon he would skip and leap or sing a snatch of song, for the sweetness of the springtide made his heart as gay as that of a colt newly turned out to grass. Sometimes he would walk a long distance, gazing aloft at the great, white, swelling clouds that moved slowly across the deep blue sky; again, he would listen to the pretty songs of the little birds in the thickets or hearken to the clear crow of the cock challenging the sky to rain; then again, he would laugh, for it took but little to tickle Robin's heart into merriment. So, with a stout heart, and a firm stride, he trudged bravely along, ever willing to stop for this reason or for that, and ever ready to chat with such merry lasses as he met now and then. So the morning slipped along, but yet he met no beggar with whom he could possibly change clothes. Quoth he, impatiently, "If I do not change my luck in haste, I shall probably go hungry; for the day is well nigh half gone already, and, although I have had a merry walk through the countryside, I have had nothing to eat."

His mind now turned from thoughts of springtime and

flowers and birds and dwelt upon boiled capons, white bread, and the like.

He soon came to where the dusty road turned sharply around the hedge, all tender with the green of the coming leaf; and there he saw straight before him a bold fellow sitting upon a stile, swinging his legs in idleness. All about this lusty rogue dangled a number of pouches and bags of different sizes and kinds, a dozen or more, with great, wide, gaping mouths, like a brood of hungry crows. His coat was gathered in at his waist, and was patched with as many colors as there are stripes upon a Maypole. On his head he wore a tall leathern cap, and across his knees rested a stout quarterstaff of black thorn, fully as long and heavy as Robin's.

As jolly a Beggar was he as ever trod the byways of Nottinghamshire. His eyes were as gray as slate and snapped and twinkled and danced with merriment, and his black hair curled close all over his head in little rings.

Robin laughingly said, "I would have you know that I have taken a liking to your craft and would have a taste of a beggar's life."

Said the Beggar, approvingly, "I marvel not that you have taken a liking to my manner of life, good fellow, but 'to like' and 'to do' are two matters of different sorts. I am known among the craft as Riccon of Holywell and advise you, my friend, that one must serve a long apprenticeship ere one can learn to be a good beggar. I warn you, lad, resist the temptation. You are too old to consider entering upon that which it would require you years to catch the hang of."

"Without doubt, that may be so," quoth patient Robin; "nevertheless, I have a mind to taste a beggar's life, and need but the necessary clothing to be as good as any."

"But I advise you of the risk you would take, good fellow," said the Beggar. "If you went clad as sweetly as good St. Wynten, the patron of our craft, you would never make a beggar. Most certainly, the first stranger or jolly traveler that you would meet would beat you to a pudding for thrusting your nose into a craft that belongeth not to you."

"Nevertheless," quoth Robin, persuadingly, "I would have a try at it; and methinks I shall proceed to change clothes with you, for your garb seems to be pretty, not to say gay. So not only will I change clothes, but I will give you two golden angels to boot. I have brought my stout staff with me, thinking that I might have to rap someone of the brethren of your cloth over the head by way of argument in this matter, but I love you so much that I would not lift even my little finger against you, so you need not have a crumb of fear."

Throughout this the Beggar listened with his knuckles resting against his hips, and when Robin had ended he cocked his head scornfully on one side and thrust his tongue into his cheek.

"Now get out, man, for you are an ill-bred fellow!" roared the Beggar, and snatched up his staff, saying, "Take up your club and defend yourself, fellow, for, you can depend on it, that I will not only beat you but I will take from you your money, and leave you not so much as a penny to buy yourself a lump of goose grease to rub your cracked head withal. So defend yourself, I say."

Then up leaped merry Robin and snatched up his staff also. "Take my money, if you can," quoth he. "I'll pledge to give you freely every farthing if you can touch me." And refusing

to yield, he defiantly twirled his staff in his fingers till it whistled again.

Then the Beggar swung his staff forward, also, and struck a mighty blow at Robin which the yeoman skillfully turned.

Three blows the Beggar struck, yet never one touched so much as a hair of Robin's head. Then gallant Robin saw his chance, and at once, before you could count three, Robin plunged forward, and Riccon's staff was over the hedge; and astonished Riccon himself lay upon the green grass with no more motion than you could find in an empty pudding bag.

"How now!" quoth merry Robin, laughing, "What is your choice; my hide or my money, sweet chuck?" But to this the other answered never a word. Then Robin, seeing his plight, and that he was stunned with the blow, ran, still laughing, and brought the skin of ale and poured some of it on the Beggar's head and some down his throat; so that presently he opened his eyes and looked around as though wondering why he lay on his back.

In the meantime, Robin, seeing that he had become somewhat sober again, cunningly said, "Now good fellow, will you attempt to offer resistance again, or shall I have to tap you, before you yield to my offer? Here is a prize of two golden angels if you will give me freely all your rags and bags and your caps and things. If you protest against this again, I regret that I shall have to ——" and he looked up and down his staff.

Riccon guardedly sat up and rubbed the bump on his crown. "If I must give up my clothes, I must; but first promise me faithfully, by thy word as a loyal yeoman, that you will take nought from me but my clothes."

"I promise on the word of a true yeoman," quoth Robin,

thinking that the fellow, whom he thought well of, had a few pennies that he would like to save.

Thereupon, without delay, the cunning Beggar drew a little knife that hung at his side, and hastily ripping up the lining of his coat, drew thence ten bright golden pounds, which he laid upon the ground beside him with a cunning wink at Robin. "Now you may have my clothes and welcome," said he, "and you might have had them in exchange for yours without the cost of a single farthing."

Then each promptly stripped off his clothes and put on those of the other, and as sturdy a beggar was Robin Hood as e'er you could find of a summer's day. But stout Riccon of Holywell burst into song, and skipped and leaped and danced for joy for the fair suit of Lincoln green that he had so gotten.

So he turned and left courageous Robin, and, crossing the stile, was gone, without even a backward glance. Robin heard the echo of his singing as he sturdily strode away.

Robin impatiently listened until the song ended in the distance; then he also crossed the stile, but turned in an opposite direction.

Onward he roamed for a long time, but other adventure he found not. The road was bare as he went kicking up little clouds of dust at each footstep; for it was noontide, the most peaceful time of the day, like the peace of the twilight. All the earth was silent in the restfulness of eating-time. The plough horses stood in the furrow munching, with great bags over their noses holding sweet food. The ploughman sat beneath the hedge and the ploughboy also, and they, too, were munching, each one holding a great piece of bread in one fist and a great piece of cheese in the other.

So Robin, with all the empty road to himself, strode along,

disturbing the peace by whistling merrily. At last he came to where a little grass-grown path left the road, and, for no reason but that his fancy led him, he allowed himself to be guided thus, and took the little path and walked down the grassy sunny slope of the open meadow, and so came to a little dingle; and, on looking around, his attention was attracted to four lusty fellows, occupying a shady nook. They sat with legs outstretched, around a goodly feast spread on the ground.

A troop of four merry beggars were they, and each had slung about his neck in plain view, a little board that rested upon his breast. One board had written on it, "I am blind"; another, "I am deaf"; another, "I am dumb"; and the fourth, "Pity the lame one." But although all these troubles seemed so serious, the four stout fellows sat around feasting as merrily as though Pandora had never opened the box that held misfortunes, and let them forth to plague us.

The deaf man was the first to hear Robin, for he said, "Hark brothers, I hear someone coming." And the blind man was the first to see him, for he said, "He is an honest man, brothers, and one of like craft to ourselves." Then the dumb one called to him in a loud voice and said, "Welcome, brother; come and sit whilst there is still some of the feast left and a little wine in the bottle." At this the lame man, who had taken off his wooden leg and unstrapped his own leg, and, sitting with it stretched out upon the grass so as to rest it, promptly made room for Robin among them. "We are glad to see thee, brother," said he, holding out the flask of Malmsey.

"Whence comest thou, lad?" asked the dumb man.

"Why," quoth Robin. "I came this morning from sleeping over night in Sherwood."

"You don't say?" said the deaf man. "I would not for all the money we four are carrying to Lincoln Tower, sleep one night in Sherwood. If Robin Hood caught one of our trade in his woodlands he would, methinks, clip his ears."

"Methinks he would, too," quoth Robin, laughing. "But what money is this that you speak of?"

Then up spoke the lame man: "Our King, Peter of York, has entrusted us with a message to deliver this money to Lincoln." "Stay, brother Hodge," quoth the blind man, breaking into the talk; "I would not doubt our brother here, but our errand is secret, and bear in mind that we know him not." "Who are you, brother?" inquired the leader.

"Now out upon it," answered Robin Hood, "if you make sport of me by talking nonsense it will be ill for you all. Accept my advice I tell you and don't quarrel; as I have the best part of a mind to crack the heads of all four of you, and would do so, too, but for the sweet Malmsey you have given me. Brother, pass the bottle lest it grow cold."

But all the four beggars leaped to their feet when Robin had done speaking, and snatched up heavy knotted cudgels that lay beside them on the grass. When Robin saw that things were likely to go ill with him, although he knew not what their peculiar actions were about, he leaped to his feet also, and catching up his trusty staff, supported his back against the tree, and stood firm on his guard against them. "How now!" cried he, twirling his staff betwixt his fingers. "Would you four stout fellows be such cowards as to set upon one man? Stand back, ye rascals, control yourselves, or I will certainly score your pates till they have as many marks upon

them as a pot-house door! Are ye mad? What have I done to offend ye? Why have you taken offense?"

"You lie!" quoth the one who pretended to be blind, and who, being the lustiest villain, was the leader of the band of outlaws. "You lie! for you have come amongst us as a vile spy, and this day you shall die! Come brothers, all together! Down with him!" he cried to his followers. Then whirling up his cudgel, he rushed upon Robin as an angry bull rushes upon a red rag. But Robin was ready for any happening. Crick! Crack! he struck two blows as quick as a wink, and down went the blind man, rolling over and over upon the grass.

At this the others shrank back and stood at a little distance scowling upon Robin. "Come on, ye cowardly scum!" cried he, merrily. "Here is a contest for all. I defy the rest of you to enter."

To this speech the beggars answered never a word, but they looked at Robin as great Bunderbore looked upon stout Jack, the slayer of giants, as though they would fain eat him, body and bones; nevertheless they did not dare to come nearer to him and his terrible staff.

Then, seeing them hesitate, Robin with a hasty movement, leaped upon them striking even as he leaped. Down went the dumb man, and away flew his cudgel from his hand as he fell. At this the others ducked to avoid another blow; then, taking to their heels, scampered, the one one way, and the other the other, as though the west wind were at their heels.

Then Robin courageously turned to the two stout knaves lying upon the ground. Quoth he, "These fellows spoke somewhat about certain moneys they were taking to Lincoln. I think I may surely find it upon this blind fellow. It were a

pity to let sound money stay in the pockets of such thieving knaves who do not have need of it."

Quoth Robin, "I have oft heard that the Beggars Guild was rich, but never did I think that they sent such sums as this to their treasury. I shall take it with me; for charity requires it more, and my merry band too, whom I have pledged to support and promised to aid."

Adapted by SYLVIA KASSON

SIXTH YEAR—SECOND HALF

What You Ought to Know

Are you ready to take up the work of the 6B grade? These tests will tell. Take the tests one or two at a time as your teacher directs. If a test reveals to you a weakness on any point in language expression, make up your mind to master that weakness by constant attention to that point in your oral and written speech throughout this grade.

I. Use the correct word in the following sentences:

1. (*Him and me, he and I*) took advantage of your kind invitation.

2. With (*who, whom*) did you attend the game?

3. To (*whom, who*) did you apply for permission to go to the party?

4. Compare those sticks and bring me the (*largest, larger*) of the two.

5. Didn't they admit (*nobody, anybody*) to the assembly room?

6. You (*hadn't ought to, ought not to*) provoke the angry old man.

7. She acts (*like, as if*) she were innocent.

8. The ladies greatly admired the new dress (*what, which*) they saw in the window.

9. (*We, us*) fellows have a great opportunity to show our spirit.

10. The children arranged this party in honor of our guest very (*good, well*).

11. No one can (*learn, teach*) you how to take advantage of an opportunity.

12. (*Don't, doesn't*) your friend resent being slapped on the back?

13. The reception committee asked my father and (*I, me*) to help them.

14. Have you arranged (*them, those*) chairs for the great occasion?

15. (*May, can*) I see you privately?

16. He (*must of, must have*) neglected to shut off the water.

17. To my relief our guest did not have a better appetite than (*I, me*).

18. I mention this because he just came (*off of, off*) the boat.

19. She is seldom saucy if you (*let, leave*) her in peace.

20. Is this splendid drawing (*yours, yourn*)?

II. Use the correct form of the word in parentheses in each of the following sentences:

1. I have (*sit*) down for the purpose of listening to a speech.

2. It is my belief that the speaker has (*begin*).

3. The fault (*lie*) with him that he did not complete his paper.

4. Someone (*begin*) to talk just as a measure of importance was announced.

5. To his amazement the little fellow (*see*) exactly what was wrong.

6. They had (*drive*) the car against a post.

7. The balloon (*burst*) as soon as the child seized it.

8. He (*draw*) my attention to a solitary figure walking in the moonlight.

9. The man (*wear*) a cape which suggested to us that he might be a spy.

10. After a brief interval the airplane (*fly*) away.

11. Who do you imagine could have (*do*) the damage?

12. The result was that the boys (*lie*) down on the bare floor.

13. The boat (*sink*) as a result of water pouring into the hold.

14. My sister (*sing*) so well that even the critics were pleased.

15. With my assistance Mother (*hang*) the wash on the line.

16. To our great relief the bell (*ring*).

17. At a favorable moment the sailor (*throw*) the anchor overboard.

18. The captain (*choose*) the other players after the match had started.

19. We have (*write*) this letter which we hope will meet with your approval.

III. Write a sentence to show the correct use of each of the following:

1. A comma after the name of a person addressed.
2. A comma after the words *yes* or *no*.
3. A comma to set off words out of their natural order.

4. A comma before a direct quotation.
5. Quotation marks.
6. An interrogation point in a quotation.

IV. Write the following:

1. The salutation in a friendly letter to any relative.
2. The complimentary close of the same letter.
3. The title of one book.
4. The name of a gas or electric company.
5. The name of any official in your town or city.

V. Rewrite the following paragraph, punctuating it and using capitals where necessary:

on june 14 1777 jones became commander of the american man-of-war the ranger on this same day congress decided that america should have a flag but because it took some time to make flags in that day it wasnt until july 4 1777 that a beautiful silk banner bearing the stars and stripes was flown from the mast of the first american man-of-war how proudly john paul jones sailed off to france he made the french ships salute the ranger this meant that the united states of america was a free country with a navy of its own

VI. Write one of the following letters:

1. To a classmate who is away sick. Tell him something interesting that has happened in class.

2. To the principal of your school. Invite him or her to attend a special assembly or a dramatization to be conducted by your class.

3. To your father or mother. Urge him or her to attend a Parents' Meeting. Be sure to tell when and where the meeting is to take place, and give reasons why your parents will be interested.

VII. Write a paragraph on one of the following topic sentences:

1. As the car stopped, we could see that we were in a poor neighborhood.
2. When the teacher opened the door, she saw a scene of great excitement.
3. It must be interesting to sit in a traffic tower.
4. I looked out of the window and burst out laughing.

VIII. Read the following sentences aloud. They will test your ability to pronounce words which you should know how to pronounce.

1. This is the fifth time you are asked to make a choice.
2. Please be prompt, for the truth is, I shall not try to persuade you further.
3. His idea aroused much laughter.
4. She accepted the position, although it was far beneath her.
5. We made certain that the electrician had put in a cord of sufficient length.
6. Our worthy cousin Anna firmly led the tramp to the door, which was surely an act of bravery.

1. Telling a Story

The Outing

The members of the Diana Club, like all healthy girls of twelve to fourteen, loved holidays, but this year they looked forward to Memorial Day with special eagerness. Miss Ruskin, their teacher, had promised to take them to Bear Mountain Park. Such excitement you have never seen! The day before the expected outing, all the members of the club remained after school to receive final instructions, but chiefly to buzz around their smiling teacher and pester her with useless questions. "Do you think it will rain?" "What kind of sandwiches shall I bring?" "Who's going to get the luncheon ready?" "Shall I wear my new dress with the lace collar?"

Miss Ruskin patiently answered as many questions as she could; and when the girls' curiosity seemed for a moment to be satisfied, she said, "Now suppose we plan for our party, to make sure that everything goes smoothly. You all know where to meet. Nothing remains except to assign the positions of responsibility. Jeanne has volunteered to get the water; Mary will set the table in the summer-house; Jennie and Edna will clear up afterward. The rest of you know what your duties are in connection with the games. By the way, Helen, what is your task?"

The girls all turned to Helen who never volunteered any kind of service.

"I don't know, Miss Ruskin. Everything seems to be taken."

"No, not everything. There's just one thing more needing attention. I have a little surprise in store for all of you. Since Helen has never learned to swim well, she can stay

behind in the afternoon and look after my little surprise. Will you do that for the girls, Helen?"

"Ye-es, I suppose so," drawled Helen. "But I don't see why everything disagreeable is always given to me. Why can't I watch the girls?"

"Well, it's too late now to grumble about that. You had your chance to volunteer and didn't. Now you must take what is left."

The sun never shone so brightly and the faces of the members of the Diana Club never looked happier than they did during the trip to Bear Mountain Park. Some of the girls began peeping into their lunch boxes almost as soon as they arrived. When Miss Ruskin called them to luncheon after an exciting ball game, five of the girls had nothing left except oranges; but fortunately there was enough to satisfy all the appetites of the Diana Club members. At three o'clock the girls went in swimming. They had all but forgotten about the surprise in store for them until Miss Ruskin called Helen aside and whispered something to her. For once, Helen did not grumble. She clapped her hands and gave a good imitation of a war whoop and an Indian war dance.

When the girls returned from their swim, they raced eagerly back to the place where they had established quarters. A strange sight met their gaze. Twenty wooden plates were arranged in a circle on a picnic table, and on each plate was a pool of cream, the remains of what an hour ago must have been a brick of ice cream. Two stray dogs were having a delightful time swallowing the "soup," as one of the girls called it. But Helen was nowhere to be seen. The girls looked dejectedly at Miss Ruskin, who tried to smile.

Ten minutes later Helen, beaming with delight, joined the group. "Oh, girls!" she exclaimed, "I had a wonderful time watching the boat race. What's the matter?"

How can you explain the melted ice cream?

What do you suppose would be Helen's excuse for her neglect?

Oral Exercise

I. Tell this story as if you were a member of the club.

II. Tell the story as Helen would tell it to her mother.

III. What games could be played on an outing of your class?

IV. What would you like to put into a lunch box for an outing?

Written Exercise

I. Write the conversation in which Miss Ruskin told Helen "the secret," following this plan:

Miss R: I have ordered three quarts of ice cream.
Helen: ———

II. Write from dictation some of the sentences spoken by the people in the story. After you have written them, compare your work with the sentences in the book.

III. Write a paragraph on one of the following:

1. How we prepared for our outing
    a. Who were in the party
    b. Where we were to go
    c. What we did in preparation
2. What I liked best at the outing
3. For what service I would volunteer on an outing
    a. Why
    b. What I would do

4. Where I would like to go for an outing
    a. Why
    b. What I would do

IV. Vary the sentences in the story of "The Outing." Change to an indirect quotation every direct quotation in the story.

EXAMPLE:

DIRECT QUOTATION: "Ye-es, I suppose so," drawled Helen. "But I don't see why everything disagreeable is always given to me. Why can't I watch the girls?"

INDIRECT QUOTATION: Helen drawled out her consent, but she said she didn't see why everything disagreeable was always given to her. She wanted to know if she might watch the girls.

2. Using Proverbs

You can imagine how the members of the Diana Club felt when they saw what had happened to their ice cream. Miss Ruskin, however, wished to cheer them up a bit, and repeated one of the following proverbs. Which one did she select? Why do you think so?

1. It is only the ignorant who despise education.
2. If there were no clouds, we should not enjoy the sun.
3. A guilty conscience needs no accuser.
4. The very best medicine that a man keeps in the house is cheerfulness.
5. None are so deaf as those who will not hear.
6. Whatever is worth doing at all is worth doing well.

Try to think of a situation in which the other proverbs which you did not select, might be used.

WRITTEN EXERCISE

Write a paragraph beginning with one of the proverbs given in this lesson. Tell the incident which will be an example of the truth of your proverb.

3. Sentence Structure

I. Rewrite the following paragraph, punctuating and capitalizing where necessary. Be prepared to give the reason for each capital and each mark of punctuation.

after dinner the squire and the doctor sat by the captains side for a while in consultation when they had talked to their hearts content dr livesey took up his hat and pistols girt on his cutlass put the chart into his pocket and with a musket over his shoulder crossed the palisade on the north side and set off briskly through the woods

II. Change the order of words by beginning the first sentence with the words "The squire." Change the second sentence by beginning with the words "Dr. Livesey."

4. How to Play a Game

THE GAME OF STAGECOACH

All dutiful parents know the game of stagecoach. Each child is given a name—such as the whip, the nigh leader, the off wheeler, or the old lady passenger—and under penalty

of paying a forfeit, he must get up and turn round when the grown-up, who is improvising a thrilling story, mentions that particular object. When the word "stagecoach" is mentioned, everyone has to get up and turn round. Well, we used to play stagecoach on the float while in swimming, and instead of tamely getting up and turning round, the child whose turn it was had to plunge overboard. When I mentioned "stagecoach," the water fairly foamed with vigorously-kicking little legs, and then there was always a moment of interest while we were counted, so as to be sure that the number of heads that came up corresponded with the number of children who had gone down.

THEODORE ROOSEVELT

What is the topic of this paragraph? How does the paragraph make clear what the game is? Could you play the game after reading this explanation? What is the most interesting sentence in the paragraph? Why do you think so?

EXERCISE

I. Select some simple game you have played, perhaps with your father or mother or some other grown-up person of whom you are very fond. Tell us how you have played the game.

II. See whether you can write the story in a paragraph. Try to follow these suggestions:

1. Let your first sentence make an interesting beginning.
2. Be sure that each sentence helps along the playing of the game.

3. Try to write a closing sentence that shows what real fun the game is.

4. After you have finished, read the paragraph, testing it for each of the points above. Be sure to punctuate it correctly.

5. Troublesome Sounds

I. The sound of *wh* is made by sounding *hoo*. Thus *which* is sounded *hoo - ich*. *Where* is sounded *hoo - ere*.

As you pronounce a word in Group I pronounce the corresponding word opposite in Group II.

Group I		Group II	
witch	wither	which	whither
ware	weather	where	whether
woos	wit	whose	whit
watt	wet	what	whet
wine	weal	whine	wheel

II. Read the following sentences aloud:

1. Whose wheel did you manage to borrow?
2. Whether you whine or whether you fret, you will be no whit the wiser.
3. Whither can we go to whet our appetites?
4. What made you loiter so long?
5. In whose book are you so interested?
6. Generally I have no faith in people who whine.
7. Meanwhile the place where the wharf was to be built could not be obtained.
8. It is whispered that he had planned to arrange a loan in your favor.

9. What guilt has been fastened on him that you lack confidence in this important measure?

10. Whey is the watery part of milk usually separated in making cheese.

6. Giving Information

The Pony Express

Our country has grown very rapidly during the past sixty years. One thing that helped its expansion was the growth

The Pony Express

of rapid means of communication between the East and the West.

Following the Revolutionary War many Europeans believed that in a country as large as America it would be im-

possible to hold the people together under one government. Their doubts were easy to understand, because at that time it would have taken ten months to travel back and forth from Oregon to Washington. They did not realize that our means of transportation between different parts of the country would grow so quickly. Today with our fast trains the journey from the west coast to the east takes less time than it took John Adams in those days to go from Boston to Philadelphia.

The first improvement in providing quick means of communication was made in 1860 when two men started the Pony Express. They laid out a route for their riders in such a way that each man would ride an average of seventy-five miles and then be relieved by another rider. In this way a continuous chain was made from the Middle West to the Pacific Coast. The first Pony Express rider left St. Joseph, Missouri, at noon on April 3, 1860. He carried with him a letter from President Buchanan to the governor of California. Ten days later another man dashed into Sacramento with the letter. Many of these riders had thrilling adventures on the way, and some of them lost their lives in this great venture. The Pony Express lasted only a year and a half, for the telegraph and stagecoach routes were soon introduced as means of communication between the East and the West.

Why are the means of communication important in our country?

Name three means of communication used today.

What methods of travel do we have now? Contrast these modern methods with those in use before 1860.

How long does it take to go to Washington from your home town?

Oral Exercise

I. Take your history and read an account of one of the following topics; and then be prepared to tell about it. Be sure to make an outline. As you speak, try not to ramble. Stick to your outline. Face the class and speak clearly and distinctly.

1. The sending of the first telegraph message
2. The building of the first railroad
3. The gold rush to California
4. The building of the Cumberland National Road
5. The causes of the Spanish-American War
6. The opening of the Erie Canal

II. Change each sentence in the first paragraph of "The Pony Express" by beginning it with some other words in the sentence. For instance, sentence 1 begins with "Our country." You may change it by beginning with "During the past sixty years." Remember that commas are used to set off words out of their natural order.

A Class Project

Let each pupil imagine himself a rider on the Pony Express. Let him prepare to tell one adventure that he had on the way. In preparation for telling of the adventure, each pupil may go to the library for information.

7. Study of a Poem

THE HOUSEHOLD FAIRY

Have you heard of the household fairy sweet,
Who keeps the home so bright and neat?
Who enters the rooms of boys and girls,
And finds lost marbles or smooths out curls?
Who mends the rent in a girlie's frock
Or darns the hole in a tomboy's sock?
If you don't believe it is true, I say
You may search and find her this very day
In your home.

You must not look for a maiden fair,
With starry eyes and golden hair;
Her hair may be threaded with silver gray,
But one glance of her eyes drives care away,
And the touch of her hand is so soft and light
When it smooths out a place for your head at night.
If you know of someone just like this,
My household fairy you cannot miss—
It's Mother.

ALICE HULING

What are the different things that the "household fairy" does?

Read the lines which describe fairies as they are usually supposed to look.

How does the "household fairy" look?

Copy the poem.

Write a short original poem about your mother.

8. Using the Comma

THE BAT, THE BIRDS, AND THE BEASTS

Once upon a time the birds and the beasts were at war. While the armies were assembling for a great fight, the bat watched them from his perch in a tall tree.

Soon he saw the robin, the oriole, and the thrush flying by. "Come with us," they said.

"No, I am not a bird," he answered. "I am a beast."

In a few minutes the bear, the wolf, and the fox came hurrying through the wood. "Come with us," they called to the bat.

"No, I am not a beast," he replied. "I am a bird."

When all was ready for the battle, the leaders suddenly came to an agreement. Both sides began to celebrate the peace with games, feasting, and merriment. The bat flew to join the birds, but one and all turned against him. Then he went to the beasts, but they barked, growled, and snapped at him.

Sadly he flew off alone to his tall tree. "Ah!" he said, "I see now that he who is neither one thing nor the other has no friends."

You will find that the third sentence of the story names three birds. What are they? Such a list of words in a sentence is called a series of words. In order to make the meaning clear, a comma is used to separate words in a series. When the last two words in a series are connected by *and*, the comma is used before the *and*. Where are the commas placed in the sentence about the birds?

Read the story of "The Bat, the Birds, and the Beasts." Besides the sentence about the birds, you will find three other series of words. See who can find them first. Where are the commas used in each series?

Words used in a series should be separated by commas.

Written Exercise

I. Copy the following sentences, using commas in their proper places:

1. Charles has a fine collection of moths butterflies and other insects.
2. Hurrah for the red white and blue!
3. My new plaid dress is red green navy blue and black.
4. Sweet peas pansies lilies and marigolds grow in my grandmother's garden.
5. Dorothy Anne and Frances were invited to the party.
6. You can go to the park by the surface cars by the elevated railroad or by subway.
7. New York New Jersey and Pennsylvania are three of the Middle Atlantic States.
8. Coal iron copper and lead are some of our most valuable minerals.
9. Pure food pure water and pure air help to make healthy boys and girls.

II. Write the story of "The Bat, the Birds, and the Beasts," using the names of other birds and animals in place of those used in the book. Be sure to use commas in every series of words.

III. Write from dictation a paragraph from the story "The Bat, the Birds, and the Beasts." Check your work to see that you have punctuated it correctly.

IV. Change the order of words in any five sentences in the story, "The Bat, the Birds, and the Beasts," by beginning with some other words in the sentence. Tell whether your sentences are direct or transposed.

9. Dividing Words into Syllables

In writing a composition, you sometimes find it necessary to divide a word at the end of a line because there isn't room for the whole word. Words of one syllable, like *broke*, *shot*, and *good* cannot be divided. Words of more than one syllable, like *syllable* and *introduce*, may be divided between syllables. For this reason it is necessary to understand about syllables. Pronouncing a word carefully will help you to find the syllables. The following words are divided into syllables:

in-tro-duce	syl-la-ble
com-po-si-tion	im-pos-si-ble

Use a **hyphen** to indicate the division of a word at the end of a line.

Written Exercise

Divide the following words into syllables. Check your results by looking up the words in the dictionary.

purpose	appetite	occasion
victim	assistance	relief

opportunity	intention	invitation
arrival	mischief	mischievous
confidence	property	progress
although	unless	splendid
complete	otherwise	impossibility
favorable	meanwhile	excellent
innocent	especially	respect
provoke	encourage	celebrate
purpose	importance	reception
solitary	approval	particular

10. Letters of Invitation

25 Westport Avenue
Duluth, Minnesota
January 11, 1930

Dear Bill,

Our school will give an entertainment next Thursday evening in our Auditorium at eight o'clock. Can you go to the entertainment with me?

Besides a very good play, we shall hear your favorite songs by our Glee Club, and what you will like best—some selections by our school orchestra. As you have often said that your school orchestra is the best in the city, I should like to have you hear ours, and have you change your mind. I have two tickets.

Please let me hear that you can come.

Your friend,
Kenneth

What attraction does Kenneth offer his friend so that he will want to come to the entertainment?

What sentence says that Kenneth invites his friend?

Does Kenneth expect his friend to pay for a ticket?

What sentence tells the time and place of the entertainment?

Written Exercise

Write one of the following invitations to a friend. Be sure to give (a) the time and place; (b) the special attraction; (c) the invitation to come.

1. To a school Field Day
2. To a basketball meet
3. To a Maypole dance
4. To a meeting of your club
5. To a hiking party

11. Combining Sentences

Read the sentences in 1, 3, 5, 7, and 9. You will notice that they are short and choppy. Short sentences can often be made to read more smoothly if they are combined by the use of good connecting words, such as *who*, *whose*, *whom*, *which*, and *that*, as in sentences 2, 4, 6, 8, and 10.

1. The pupils were allowed to leave early. They had perfect lessons.

2. The pupils *who had perfect lessons* were allowed to leave early.

3. The young man did not arrive in time. We promised to aid him.

4. The young man *whom we promised to aid* did not arrive in time.

5. These are the laws. They should be obeyed by all citizens.

6. These are the laws *which should be obeyed by all citizens.*

7. The gloves are too small. My mother bought them yesterday.

8. The gloves *that my mother bought yesterday* are too small.

9. Where is the aviator? His plane circled overhead last night.

10. Where is the aviator *whose plane circled overhead last night?*

Notice in the combined sentences above that (1) the words *who, whose,* and *whom* are used when the sentences refer to a person; (2) *which* is used when referring to a thing; (3) *that* is used when referring to either a person or a thing.

Written Exercise

Combine the following sentences using the connecting words *who, whose, whom, which,* or *that* correctly:

1. They solved the problem. The problem was hard.

2. Let us speak with John. You know John very well.

3. Will you get the fare from your mother? You neglected to get it earlier.

4. Please arrange a tennis game between these players. They play with great skill.

5. The president arrived in time for the meeting. He had been detained at home.

6. The children had to remain after school. They had broken the rules.

7. Where is the little girl? Her dress was torn.

12. Using Words of Comparison

Read the following sentences carefully:

1. Tom eats *slowly*.
   John eats *more slowly* than Tom.
   Frank eats *most slowly* of all the boys.

2. I like to listen to Eleanor, for she speaks *clearly*.
   Gertrude speaks *more clearly* than Eleanor
   Edith is the best speaker in the class, for she speaks *most clearly* of all.

Words ending in *ly*, such as *slowly*, *clearly*, *loudly*, *quickly*, *softly*, and *easily*, are often used to describe the way in which someone does something.

You will notice that when we compare the ways in which two persons do something, we use the words *more slowly*, *more clearly*, etc.

When we compare the ways in which more than two people do something, we use the words *most slowly*, *most clearly*, etc.

EXERCISE

Write sentences containing the following words:

softly	respectfully	innocently
most easily	more softly	most kindly
more quickly	more noisily	most sadly
most rapidly	more gently	more cruelly
favorably	generally	most gladly

13. Troublesome Words

Use the correct form of the words in parentheses in the following sentences:

1. The day being such a bright one, the children have (*go*) to the seashore.

2. Although they had (*drink*) more lemonade than was exactly good for them, they seemed to have an appetite for dinner.

3. Meanwhile this little fellow has (*tore*) his coat, through no fault of his own.

4. Some of the mischievous ones have taken advantage of the occasion, and have (*swim*) in the pool all afternoon.

5. You (*see*) the fine spirit of the boys.

6. Who (*do*) the disgraceful damage to public property?

7. I seized the opportunity and (*lie*) down on the sand.

8. As a result of my enjoyable time last month, I have (*come*) again for a brief holiday.

9. With the kind assistance of the captain of the class, I (*lead*) the pupils all over the beach.

10. What have you (*do*) to make the occasion gay?

14. Answering an Invitation

16 Chalmers Street
Detroit, Michigan
January 12, 1930

Dear Kenneth,

I should like to come to your school entertainment next Thursday, especially to hear the orchestra, but I can't manage it. Father is away on business and I don't want to leave Mother alone.

I want to thank you for thinking of me in connection with the great day at school. Perhaps I'll change my mind about your orchestra, when I am able to hear it.

Your friend,
Bill

In which sentence does Bill speak of the entertainment to which he was invited?

What reasons does he give for declining to accept the invitation?

How does Bill show his appreciation for the invitation?

Written Exercise

Answer one of the invitations suggested on page 156. After you have written your letter, read it to see whether it sounds as if you really meant what you said. Keep in mind (a) what invitation you are writing about; (b) why you cannot accept; (c) thanking your friend for the invitation.

15. Using Quotations in Telling a Story

The Barber of Bagdad

There once lived in the city of Bagdad a celebrated barber named Ali. All the men of fashion employed him and he become very rich and proud.

One day a poor woodcutter stopped at Ali's shop to sell him a load of wood. The barber offered him a certain sum

for all the wood that was on the donkey. When the wood was unloaded, the barber said, "The bargain was for all the wood on the donkey. You must give me your wooden packsaddle, too." As he spoke, he seized the poor man's saddle.

The woodcutter went to the caliph, the ruler of the city, a very wise and just man. He listened to the poor man's complaint. "A bargain is a bargain," he said gravely, "and therefore, the barber may keep all the wood, but—." He

whispered the rest to the woodcutter, who smiled and went away satisfied.

A few days later the woodcutter came to the barber and asked that he and a companion from the country might enjoy one of his famous shaves. The barber agreed and a price was set for both operations. When the woodcutter's beard had been properly trimmed, Ali asked where his companion was. The woodcutter promptly led in his donkey.

"This is my companion. Shave him," he said.

"Shave him!" exclaimed the barber in a rage. "How dare you insult me? Away with you!"

The woodcutter went back to the caliph, who summoned Ali before him. "A bargain," he said sternly, "is a bargain. Shave this man's companion."

So the barber had to shave the donkey while all the court laughed and jeered at him.

Read aloud each direct quotation in the story. You will notice that in both speeches of the caliph the quotation is divided into two parts. This is called a **broken quotation.** Each part is inclosed in quotation marks and separated from the rest of the sentence by a comma.

Oral Exercise

Tell the story to the class, choosing one of these ways of telling it:

1. As the barber might tell his experience to his friends.
2. As the woodcutter might tell the story to his children.
3. As the caliph might tell it to his court.

A Class Dramatization

Three pupils may act the story, taking the parts of the barber, the woodcutter, and the caliph. Before acting the play, plan the words each actor will say.

Example:

Woodcutter: May I sell you some wood today?

Barber: Yes, I will buy all the wood you have on your donkey.

Written Exercise

I. Write from dictation each sentence containing an unbroken quotation in this story. Be sure to use quotation marks in the proper places.

II. Write from dictation two sentences containing a broken quotation. See that you place quotation marks in the proper places.

III. Write the story of "The Barber of Bagdad," using at least three direct quotations.

16. Words Often Mispronounced

I. The following words are frequently mispronounced. Make sure that you know how to pronounce them, and then use each in a sentence. Use your dictionary.

expect	picture	sing	cling
February	neglect	constitution	clinging
champion	general	suggest	Tuesday
chimney	tune	respect	especially
geography	ate	singing	particular
gone	just	spring	innocent
often	umpire	springing	Wednesday

II. Read the following sentences aloud:

1. Just sing a tune on the third Tuesday in February.
2. The champion chimney sweep ate the grapes clinging to the vine.
3. I have often gone many a mile to see a good picture.
4. The umpire watched the player springing from base to base.
5. You cannot find the Constitution in your geography.
6. The pictures in this book are fine.
7. How often have you seen an umpire make a bad decision?
8. The old geography shows a picture of a snake that ate a large animal.
9. Every Tuesday in February our club holds a meeting.
10. The general expected to arrive at a favorable moment.

17. Using the Apostrophe to Show Possession

Review the rule for using the apostrophe to show possession on pages 41 and 42.

Written Exercise

I. Write the following words to show possession:

Example: *boy's* coat
ladies' dresses

guest	victim	arrival
friend	brother	Frenchman
passenger	American	baby
someone	New Yorker	horse
uncle	singer	fly
aunt	ox	student
Moses	woman	anybody

II. In each blank space below write a word showing possession:

1. Wool grows on a ——— back.
2. Glue is made from a ——— hoof.
3. An ——— eye is very sharp.
4. A ——— sting hurts.
5. ——— bites are dangerous.
6. The ——— cry awakened us.
7. You live in Mr. ——— house.
8. Your ——— desk is in the front of the room.
9. A ——— bark is not as dangerous as his bite.
10. The ——— streets may be used by everyone.

18. Business Letters

Up to this time you have written letters to people whom you know very well—to your relatives or to your friends. These letters are called friendly letters. It is often necessary, however, to write to people whom you do not know or to business houses. You may wish to order goods, to subscribe for a magazine, or to make a complaint about something. Letters that are written in such cases are called **business letters.**

Read the following business letter carefully. Turn to the friendly letter on page 24. What differences can you discover in the forms of these letters?

Reread the body of the letter. Does it make clear to the one who will receive it just what is wanted?

What purpose was in the mind of the writer of the business letter? How does this differ from the purpose of the friendly letter?

172 East 35 Street
New York, N. Y.
January 10, 1930

A. G. Spalding and Brothers
518 Fifth Avenue
New York, N. Y.

Gentlemen:

Please send me a copy of your latest catalogue of sport goods. I am especially interested in baseball and tennis.

Very truly yours,
Harold E. Plummer

In a business letter the full name and address of the person to whom you write is always given immediately above the salutation.

EXAMPLE:

Mr. Arnold Thomas
160 Central Avenue
Birmingham
Alabama

Dear Sir:

You will notice also that the salutations in business letters differ from those used in friendly letters. Study the following:

DEAR SIR: This salutation is used in writing to one man.
GENTLEMEN: } These salutations are used in writing to a
DEAR SIRS: } firm or a corporation.
DEAR MADAM: This salutation is used in writing to a woman.

A colon should be used after the salutation in a business letter.

How does this punctuation differ from the punctuation after the salutation in a friendly letter?

The forms of complimentary closing commonly used in business letters are

Yours truly,
Yours very truly,
Yours respectfully,

Compare these complimentary closings with those which you would use in a friendly letter.

You have found that a business letter differs from a friendly letter in form. There are also other differences. When you write a friendly letter, you try to make it interesting. When you write a business letter, you should try to make it clear and definite. A business letter should usually be brief, and it should always be courteous.

Examine the following business letter. Do you think it is clear and definite?

Check the letter to see whether it contains all necessary information:

1. The address to which the article ordered is to be sent.
2. The address of the business house to which the letter is written.
3. The name and price of the article ordered.

125 Central Avenue
St. Clair, Minnesota
February 10, 1930

The Broadway Stores Co.
670 Fifth Street
Chicago
Illinois

Gentlemen:

Please send me by express one Rex sled, as advertised in this morning's *Herald*. I enclose a money order for $2.50 in payment.

Yours truly,
Margaret Morton

Written Exercise

I. Write from dictation the letter on page 166. As you write, be sure to use the correct letter form.

II. Write a business letter, ordering one of the following articles. Be sure to tell how you wish the article shipped and how you expect to pay for it.

1. A sweater. Tell the size, style, and price. Order from Metropolitan Stores Co., Salina Street, Syracuse, New York.

2. A pair of ice skates. Tell the kind and price. Order from John Smithson Co., Fulton Avenue, Scranton, Pennsylvania.

3. A doll. Tell the kind and price. Order from Toy Manufacturing Co., Trenton, New Jersey.

4. A picture of the President of the United States. Order from Thomas Brownell, 27 Pennsylvania Avenue, Washington, D. C.

5. A copy of *Common Words in Easy Sentences, Sixth Year.* Order from Chas. E. Merrill Company, 381 Fourth Avenue, New York, N. Y.

19. Using Negative Words

1. I *have no* enemy.
2. I *haven't* an enemy.

Either of these sentences is correct. The words *no* and *not* are called negatives. How many negatives in sentence 1? In sentence 2?

"I *haven't no* enemies" is incorrect because the sentence contains two negatives. Point out the two negatives.

Answer the following questions negatively:

EXAMPLE:

QUESTION: Have you any excuse for your lateness?
ANSWER: I *haven't* any excuse. Or, I *have no* excuse.

1. Do you expect any guests today?
2. Did you apply for a position?
3. Do you live in a private house?
4. Did you solve a problem?
5. Are you attending a private school?
6. Was Stevens a spy?
7. Did you exchange greetings with a stranger?
8. Can you afford to displease a friend?
9. Will you take on a tennis match with someone?
10. Can you measure a ton of coal?

First Review

I. Combine the following sentences by using the words *who, which, that,* and *whom:*

1. Did you finish the job? You were assisted in it by your friend.
2. I have no faith in these promises. They are lightly made.
3. We are not interested in these people. We do not know them.
4. Take advantage of each opportunity. The school offers opportunities for studying.
5. I like the teacher. The teacher gave me the book.

II. Divide the following words into syllables:

increase	resent	excuse
suggest	seldom	neglect
measure	guilty	opportunity
approval	private	imagine

III. Use the correct form of the words in parentheses in the following sentences:

1. The girl (*go*) into the garden.
2. The cat (*drink*) a saucerful of milk.
3. We have (*tear*) this page.
4. Who did your work? I (*do*) it.
5. I (*swim*) across the lake.

IV. Rewrite the following paragraph, punctuating and capitalizing where necessary:

When the king of england died the princes disputed over the kingdom merlin however had taken away arthur the

king's son and had brought him up secretly at christmas time all the princes came to london to see who should be king they all tried to pull out a great sword sunk into a steel anvil but no one succeeded except arthur who was at once called king arthur and made king of britain

V. Rewrite the following expressions, using possessives for the words in italics:

1. The husband *of my sister*
2. The cousin *of your aunt*
3. The feathers *of a goose*
4. Hoofs *of horses*
5. The servant *of a master*
6. The dresses *of children*
7. The children *of a parent*
8. The song *of the bluebird*
9. The ticket *of a passenger*
10. The buzzing *of a fly*

VI. Write an invitation to a friend asking him or her to come to the next school function, such as a picnic, a party, a school play, or a school game. Imagine that you have received such an invitation. Answer it, telling why you cannot accept it.

VII. Write a good beginning sentence and a good closing sentence for a composition on one of the following subjects:

1. Taking a walk with father
2. Minding the baby
3. No more cake left
4. A rainy Saturday
5. When I am twenty years old

VIII. Write a letter to any department store ordering an article which you describe. Tell the store how to send the article and how you wish to pay for it.

IX. Rewrite the first paragraph of "The Pony Express" on page 148 by changing words in their natural order to transposed order in each sentence. Begin each sentence with some other word which you find in the sentence.

X. Write from memory one stanza of a poem which you have learned.

20. Study of a Picture

What are these children doing?

What would be a good title for this picture?

Think of five words you might use in describing the appearance of the children.

Think of five words that describe the dogs.

These children evidently think that their dogs are prize winners. Put yourself in their places and tell why one of the dogs is a prize winner.

Imagine that the little fellow is talking about his dog. What story would he tell about his wonderful dog?

Do you suppose these dogs will be entered at the Dog Show? Give reasons for your opinion.

Written Exercise

I. Write a description of a pet animal. You may describe your own pet if you have one, or some other pet. Remember to begin with a good topic sentence.

II. Write a story telling of something clever done by a dog. Introduce the conversation used by one of the characters in your story. Here are a few suggestions:

1. A little girl lost—neighbor's dog sees her—brings her home.

2. Boy in swimming—tramp tries to steal clothing—dog keeps watch.

3. Baby carriage overturned—dog brings policeman.

21. Developing the Paragraph from the Topic Sentence

Lincoln, early in his life, earned a reputation for honesty.

Here is the topic sentence of a paragraph. Read it, thinking of what the rest of the paragraph might be. After you have done this, read the paragraph itself. Test each sentence to see whether it tells something about the topic of the paragraph.

Lincoln, early in his life, earned a reputation for honesty. On one occasion, when he was a young clerk in a store in New Salem, he found that he had given a customer six cents too little. This worried him so greatly that later in the evening, after closing the store, he walked three miles into the country to return the money. At another time he discovered he had given a woman a short measure of tea. Tired though he was, he wrapped up the extra tea and, closing the store, delivered it at once. Is it surprising that his neighbors soon began to speak of him as "Honest Abe"?

Read paragraphs in your history book to find the topic sentence. Notice the length of paragraphs. In writing or talking, keep in mind some of the following suggestions:

1. Decide on your topic. State it in the form of a clear, definite sentence.
2. At the beginning of the paragraph, or near the beginning, introduce your topic sentence.
3. Always use an outline.
4. Do not make the paragraph too long. Five or six sentences are all you should aim for.

WRITTEN EXERCISE

I. Write a paragraph on one of the following topic sentences. Keep the meaning clear. Try to write short sentences; but if a sentence must be long, be sure it is clear, definite, and well constructed.

1. In building the Panama Canal, our Government met many difficulties.
2. American soldiers showed great heroism in France.
3. The Civil War decided some important questions.
4. Theodore Roosevelt had great strength of character.
5. Our Government assists farmers in many ways.

II. After your paragraph is written, examine it to see whether you have followed suggestions 1–4 on page 174. See that you have punctuated it correctly, and that you have indented the first line of your paragraph.

22. Review of Punctuation Marks

I. Rewrite one of the following paragraphs, punctuating and capitalizing where necessary:

1. one fine thursday afternoon tom having borrowed jims new rod started by himself to the river he fished for some time with small success not a fish would rise the stream was deep here but some fifty yards below was a shallow for which he made off hotfoot and forgetting landlords keepers solemn warnings of the doctor and everything else pulled up his trousers plunged across and in three minutes was creeping on all fours towards the clump of willows

2. naples is one of the noisiest liveliest cities in the world the people are very fond of the open air and they are in the streets all day and nearly all night the shoemaker brings his bench out on the sidewalk and sits there merrily mending his shoes women come out in front of their houses and sew take care of their babies and often make their bread and cook their dinners in the open street in the streets all sorts and conditions of men women and children work play buy sell walk talk sing or cry here the carriages are driven furiously up and down the drivers cracking their whips and shouting here move about the little donkeys with piles of vegetables or freshly cut grass upon their backs so that nothing but their heads and feet are seen and here are to be found noise enough and dirt enough to make some people soon satisfied with their walks through the streets of naples

II. Write five sentences with words or phrases in a series. Punctuate, showing that you understand this use of the comma.

23. Telling a Personal Experience

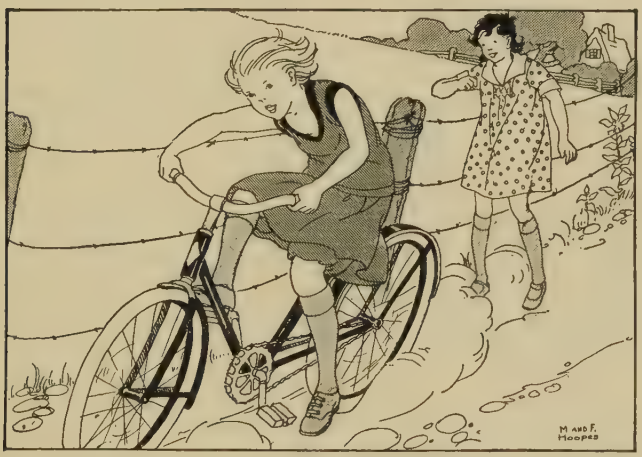
My First Ride on a Bicycle

For a long time I had wanted to buy a bicycle. Mother refused to buy one because she thought the street on which we lived too crowded with automobiles. "I don't want you to ride a bicycle until we get out into the country," she said.

Last summer we visited my Uncle Manuel at Alpine Heights. Cousin Muriel had a fine bicycle, and she rode it quite gracefully. She rode as I had often imagined myself riding gayly along a road lined with people who admired me.

You can imagine my delight when Muriel asked me to try it. It looked so easy. Muriel held the wheel while I got on, and put my feet on the pedals. She gave the bicycle a push.

When I found myself in a heap on the ground, with the bicycle on top of me and my cousin doubled up with laughter, I thought, "How strange I didn't picture this!"



The writer of this composition tells of a personal experience—something that actually happened to her when she was in the same grade as you are.

Notice that her opening sentence leads you to expect something.

Notice that her last sentence helps to make her composition amusing.

EXERCISE

I. Here are some suggestions for telling or writing your personal experiences. Think of (a) a good opening sentence to interest your classmates; (b) a good closing sentence.

1. My first experience on ice skates
2. Shooting the chutes
3. Riding up the moving stairway
4. How I cooked my supper
5. Riding a billy goat
6. My first night in the country
7. Holding a horse
8. Taking my dog for a walk
9. Taking care of the baby
10. Learning to swim

II. Select a part of your story which might be illustrated. Draw a simple illustration, or else cut from a magazine or newspaper a picture which would go well with your composition. Attach the picture to your paper.

24. Giving Opinions

We made Jinks Lefferts our president last night. This will surprise you because Jinks has never shown any interest in the work of the club until recently. Why did we do it? Well, Jinks is by far the best talker in the club, and the president of our club must be a good talker. Then again, Jinks has a car, or rather, his father has a car. I can hear you asking, "What's a car to do with the presidency of a club?" Oh! but you don't realize that on our outings a car is very useful indeed, and the president's car ought to hold

about ten of the members if they know how to squeeze in judiciously. But beyond all this and above everything else, our newly elected president is a hard worker in anything which he undertakes. We need new members; we need new activities; and Jinks Lefferts can get new members.

How many reasons are given for making Jinks the president?

What words are used to begin each sentence giving a new reason?

What other words could you suggest for beginning two other sentences giving more reasons?

Exercise

I. Think of three good reasons which you might give for each of the following:

1. Why you like the position of short stop in the baseball team. (You may select any other position in baseball, basketball, soccer, or football.)

2. Why the Giants are a better team than the Yanks. (You may take the other side, that the Yanks are a better team than the Giants or you may name any other two teams and tell why one is better than the other.)

3. Why you think Edison is one of the great men of this century. (You may substitute any other person who you think is a great man today.)

II. Before stating your opinion, write the three reasons which you have thought out. Then think of the words you will use to join the three reasons. You may

select your words from the following list: *besides; in addition to; then again; furthermore; moreover.*

III. Write a paragraph giving your opinion on any topic which you select. Follow the directions given on page 179.

25. Letters of Explanation

715 Warburton Road
Racine, Wisconsin
March 15, 1930

Dear Edith,

After all my careful planning, I could not go to your birthday party yesterday. I was all ready, dressed in my best, when that dog of ours burst into the room, jumped all over me with his muddy paws, and ruined the only clean dress I could find. I was a pretty sight! Unfortunately Mother was out shopping. She returned at five o'clock, too late for me to think of going.

You must tell me all about the party when I see you.

Your friend,
Margaret

Why was it necessary for Margaret to write this letter?

What do you suppose she meant by "planning"?

What makes the letter sound as if she were truly sorry for not going to the party?

Which of the sentences in this letter are transposed? Change each sentence written in the transposed order to a sentence in the direct order.

WRITTEN EXERCISE

I. Write one of the following letters. After you have written your letter, read it to make sure that your explanation is clear.

1. To a friend, explaining why you did not return a book which you had borrowed.

2. To a classmate, explaining why you failed to go to his (or her) house after promising to help him (or her) with the arithmetic lesson.

3. To your father, explaining how you happened to lose an article (a book, a knife, or a fountain pen).

4. To a relative in another town, explaining why you neglected to answer a letter.

26. Using Words Correctly

I—me
he—him
who—whom
she—her

It is correct to say,

He is my friend.
He and *I* are friends.
He, you, and *I* are friends.

It is also correct to say,

I asked Tom.
I asked Tom and *him.*
I asked Tom, John, and *her.*

It is also correct to say,

Who came in?
Who did you say came in?

Only one of the words in parentheses in each sentence is correct. Which is the correct word?

1. The teacher mentioned Frank and (*I*, *me*) because she said we needed encouragement.
2. He and (*I*, *me*) were comparing our marks.
3. You and (*I*, *me*) must take advantage of our opportunities.
4. These children and (*we*, *us*) have made many errors in these problems.
5. Does your teacher excuse you and (*she*, *her*) for such negligent work?
6. (*Who*, *whom*) did you say was the victim of your joke?
7. Lenore and (*I*, *me*) expected to solve the problem without assistance.
8. (*Who*, *whom*) shall I say summoned you to court?
9. The owners of this property and (*he*, *him*) have nothing to do with each other.
10. Who is the guilty party? (*We*, *us*).

27. Outlining a Description

The Arctic Ocean

Only a few more mountains were crossed and then, climbing the steep slope of a high cliff, Peary was rewarded by the sight he had so longed to see. The frozen waters of the Arctic Ocean stretched before him. At his right lay a mighty glacier gleaming in the sunlight. This great ice river

had worn its way to the sea from the Inland Ice over which the travelers had been making their way. Before them spread the ice-bound waters of the bay, in which many small islands were embedded. Icebergs stood here and there like giant prisoners held fast in the clutches of the frozen sea. Along the wild and lonely shore rose tall red cliffs. Not far away a cataract, whose waters had freed themselves from the grip of the Ice King, was dashing noisily over a rocky height. Here, at the very feet of the travelers, tiny flowers were nodding their heads as gaily as those in any garden of the southlands. It was a wonderful scene, never to be forgotten.

What is the topic sentence of this paragraph?

What lay at Peary's right?

What was directly before him?

What did he see not far away?

What does he describe as being at the feet of the travelers?

The outline for this paragraph was probably as follows:

1. The scene to the right
2. The scene to the front
3. The nearer scene
4. The flowers at Peary's feet

Written Exercise

I. Make an outline for one of the following descriptions:

1. This island is a very singular one. It consists of little else than the sea sand, and is about three miles long. Its breadth at no point exceeds a quarter of a mile. It is separated from the mainland by a scarcely perceptible creek, oozing its way through a wilderness of reeds and slime, a favorite resort of the marsh-hen. The vegetation, as might be supposed, is scant or at least dwarfish. No trees of any magnitude are to be seen. Near the western extremity, where Fort Moultrie stands, and where are some miserable frame buildings, tenanted during the summer by the fugitives from Charleston dust and fever, may be found, indeed, the bristly palmetto; but the whole island, with the exception of this western point and a line of hard, white beach on the seacoast, is covered with a dense undergrowth of the sweet myrtle so much prized by the horticulturists of England. The shrub here often attains the height of fifteen or twenty feet, and forms an almost impenetrable coppice, burdening the air with its fragrance.

From *The Gold Bug* by Edgar Allan Poe

2. "O-oh!" The Burnell children sounded as though they were in despair. It was too marvelous; it was too much for them. They had never seen anything like it in their lives. All the rooms were papered. There were pictures on the walls, painted on the paper, with gold frames complete. Red carpet covered all the floors except the kitchen; red plush chairs in the drawing-room, green in the dining-room; tables, beds with real bedclothes, a cradle, a stove, a dresser with tiny plates, and one big jug. But what Kezia liked more than anything, what she liked frightfully, was the lamp. It stood in the middle of the dining-room table, an exquisite

little amber lamp with a white globe. It was even filled all ready for lighting, though, of course, you couldn't light it. But there was something inside that looked like oil, and that moved when you shook it.

From *The Doll's House* by KATHARINE MANSFIELD

II. Prepare a topic sentence and an outline for a description of one of the following:

1. A boy sitting at his window on a holiday afternoon
2. A girl's impression of a shop window
3. A toy store before Christmas
4. The view from the roof of a building
5. The view from a mountain

Try to use expressions like the following in making the outline:

Directly below	On closer view
As far as the eye could see	As seen from the ———
To the right	Immediately in front
To the left	Looking toward the ———
Within a stone's throw	In the opposite direction

III. Write the description for which you have prepared an outline. After writing the composition, read it to see that (1) your topic sentence is clear; (2) you have stuck to your topic; (3) your sentences are short, or, if long, well connected; (4) you have made no mistakes in English or punctuation; (5) the first line of your paragraph is indented.

28. Using Possessives

I. Review the use of possessives in Lessons 21 and 40.

II. Make sentences using the possessive form of five words in each of the following columns:

animal	agent	fairy
mosquito	butcher	angel
teacher	peddler	Australian
doctor	laborer	Eskimo
merchant	Indian	American
dealer	Chinaman	Jack the Giant Killer

III. Make sentences using possessives instead of the words in italics:

1. The streets *of our city* are kept clean.
2. We visited the office *of our mayor.*
3. It is the duty *of every citizen* to obey the laws.
4. Taxes are laid on the property *of the citizens.*
5. Dogs often play under the very hoofs *of a horse.*
6. A railroad is responsible for the safety *of passengers.*
7. The officers *of the company* are chosen by the directors.
8. These look after the interests *of the company.*
9. The Public Service Commission looks after the interests *of the public.*
10. This store makes a specialty of shoes *for ladies.*

29. Using Proverbs as Topic Sentences

"Never spend your money until you have earned it," is a good rule to follow. Yesterday afternoon Mrs. Barnet

asked me to come to her house to do some errands. Mrs. Barnet is a very generous lady who usually gives me a quarter for doing an errand. On my way to her home I met Jimmy Akers, who wanted to know where I was going. I told him, and he shouted, "Jingo's you'll get at least a quarter. Let's stop in at Joe's and get an ice cream soda. He'll trust you until this evening." As I was thirsty, this idea sounded very good to me. After we had our soda, I went to Mrs. Barnet's house. The maid met me at the door saying, "Mrs. Barnet left word that she could not wait for you, and has gone to do her own errand."

Oral Exercise

Think of an incident which might be used to show the truth of one of the following proverbs. Then tell the story beginning with the proverb as the topic sentence.

1. Nothing ventured, nothing gained.
2. He gives doubly who gives quickly.
3. A man too busy to take care of his health is like a mechanic, too busy to take care of his tools.
4. You may delay but time will not.
5. Honor thy father and thy mother.

Written Exercise

Write a paragraph in which you use a proverb as a topic sentence.

30. Using Capitals

1. Commander Byrd went south in search of adventure, while Lieutenant Peary went north.

2. The North and the South differed on the question of slavery.

3. Today the East is interested in manufactures, while the West is interested in farming.

The words *north, east, south,* and *west* are written with capitals when they denote sections of a country.

Why are the words *north* and *south* in sentence 1 not written with capital letters?

Rewrite the following paragraph, using capitals where necessary:

It seems amazing today that within the memory of people still living human beings were bought and sold by kindly christian people moreover in this land of freedom that it was done with the complete consent of our government. It was arranged by congress in 1820 that slavery should not extend west of the state of missouri. Although the promise was made that slavery should remain in the south, in 1804, congress passed the kansas-nebraska bill opening kansas to slavery. Excitement ran high in the north and in the south. If kansas remained a slave state, then the territories to the west, even to the pacific ocean might become slave states. Slave labor was becoming a burden, especially to the housewives down south. The mischief was done and kansas had

the opportunity of making the first real fight. Many people in the east left their homes to go west where the battle between north and south promised to be waged. Whittier wrote a poem for the occasion when one group of easterners boarded a train for the west.

"We'll tread the prairie as of old
Our fathers sailed the sea
And make the west, as they the east
The homestead of the free!"

31. Study of a Poem

Americans All

From the moors and the tors of old England,
The wild Irish glens and the bogs,
The banks and the braes of the Highlands,
And Holland the country of fogs.
From the Rhine and the Seine and the Tiber,
And the Alps where the Yodelers call,
They come o'er the stormy Atlantic—
Americans all.

For here on the rim of the sunset
The land is a melting pot vast,
And into it goes every stranger
Regardless of color or caste.
The immigrant boy with his bundle,
The immigrant girl with her shawl,
Emerge from the caldron of Nations—
Americans all.

The tools of new labors await them,
Each a wand full of magic to wield
In the charming of gold from the highway,
The shop and the mill and the field.
And Fortune to some of them beckons
From the windows of skyscrapers tall;
Prosperous, happy—behold them!
Americans all.

So when on the horizon rises
A war cloud to threaten the land,
With Liberty's native-born children
Shoulder to shoulder they stand,
For America ready to battle,
For America ready to fall,
Not Russians nor Swedes nor Italians—
Americans All.

MINNA IRVING

Who are the Americans? Whence did they come? Name the people who came from each place mentioned.

Why is our country called a melting pot? Recite the stanza which gives the explanation.

Read the stanza which tells us of the opportunities of immigrants in our country.

How have immigrants shown their loyalty to America?

Who are "Liberty's native-born children"? What other children has Liberty?

What kind of labor awaits the newcomers to our country?

Write an original poem of four, six, or eight lines telling why you feel proud to be an American.

32. Developing a Vocabulary

Finally they reached an open field, *bare* and *lonely-looking*. There were two or three little bushes in it, without flowers, and the grass was *sparse* and *thin*. In the *center* of the field was a *tiny* hut, hardly big enough for a shepherd's shelter. It looked as if it has been built of *discarded* things, *scraps* and *fragments* of other *buildings* put together with *care* and pains, by someone who had tried to make the most of *cast-off* material. There was something *pitiful* and *shamefaced* about the *hut*. It shrank and drooped in its barren field, and seemed to cling only by sufferance to the edge of the *splendid* city.

From *The Mansion* by Henry van Dyke

I. This paragraph contains a number of meaningful descriptive words. It gives us a clear picture. Below are synonyms of some of these descriptive words. See whether you can use them in the paragraph in place of the words already there.

deserted	structures	miserable	wonderful
patchy	bits	sorrowful	barren
middle	pieces	pathetic	worthless
small	carefully	wretched	magnificent
shack	rejected	scanty	poverty-stricken

II. Find a synonym for each of the following words. Then write sentences using each pair of synonyms.

admire	intention	imagine
complete	declare	assistance
obtain	deserve	brief

33. Troublesome Words

Use the correct form of the word in parentheses in each of the following sentences:

1. This excellent young lady has (*come*) to you to suggest a program in celebration of Columbus Day.
2. Have you (*go*) to apply for the important position of monitor for next term?
3. The gold fish has (*swim*) in solitary grandeur most contented with life.
4. It is my belief that he has (*drink*) an amazingly small quantity of the water.
5. He has not (*lie*) down to rest, because he distrusts people who spy on him.
6. You have (*tear*) the pages of your book, with the result that it looks untidy.
7. We have (*do*) nothing to increase his displeasure.
8. Was it you who (*do*) the celebrating in the belief that yesterday was a holiday?
9. You should have (*see*) the reception given to Lindbergh!
10. Yesterday we (*see*) the celebrated man riding in a private car.

34. Giving Directions

How to Send a Package by Parcel Post

The Postal Department delivers packages or parcels to any part of the world. The package, however, must not weigh more than eleven pounds if it is to go outside of the United States, or more than fifty pounds within the United States. It must not measure more than seventy inches around. The post office will not receive any packages containing articles which will break or spill.

The package must be weighed to find out what postage is required. It is best to let the clerk at the post office weigh the package, to make sure that the correct postage is used.

The post office insures valuable packages for a small charge.

The sender of a package must wrap it carefully in a box or in strong paper and tie it securely. Then he must write on the package the name and address of the person to whom it is sent. Thus,

Mr. Philip Aitken
106 Norwood Avenue
Seattle
Washington

In the upper left-hand corner he must write the name of the sender. Thus,

From: S. J. Thompson
66 Manhattan Street
New York, N. Y.

Why is it important to place on the package a complete and accurate address?

Why is it necessary to have the complete address of the sender on the package?

EXERCISE

I. Read the directions for sending a package by parcel post and write an outline of the different steps necessary. Number each step.

II. Secure the necessary information, and then prepare an outline for one of the following topics. After reading your outline to the class to make sure that it is clear, write a paragraph based on your outline.

1. How to register a letter
2. How to call an ambulance
3. How to send a fire alarm
4. How to call a policeman by telephone
5. How to send a telegram

35. Joining Sentences

Usually short sentences are better than long sentences. However, if you use too many short sentences, your speech or writing becomes tiresome and uninteresting. It is important to learn to combine short sentences into longer sentences.

These words and groups of words are frequently used to join short sentences:

but	because	since	if
yet	when	as well as	therefore
although	hence	while	where
unless	in order that	whenever	however

Here are two short sentences:

I enjoyed myself.
I went to the games.

Combined, these sentences may read

I enjoyed myself { *when* I went to the games. / *because* / *although* / *since*

They may be combined by changing the natural order of the parts of the sentence. For example,

{ *When* I went to the games, I enjoyed myself. / *Although* / *Because* / *Since*

Sometimes in combining sentences it may be necessary to change the wording. For example,

{ *When* I want to enjoy myself, I go to the games. / *Because* / *Since*

Exercise

Join the following sentences by using words which you think give the best meaning.

1. The teacher encouraged John. He did much better.
2. We exchange our arithmetic papers. We mark each other's papers.
3. I shall do the favor. He does not merit a reward.

4. Robinson Crusoe was the sole occupant of the island. The others had drowned.

5. The little girl did not break the pitcher on purpose. You must excuse her.

6. I seldom go. I am not invited.

7. We shall attend your party. The weather is bad.

8. He was innocent of wrong doing. He was very saucy.

9. I wish to obtain a boat. I must summon help.

10. We could make no progress. The wind prevented us.

36. Using Synonyms

I had *planned* to spend the *entire* day in getting ready for the *brief* vacation which I *usually* take in the spring. My brother George, who knew of my *intention, declared* he would *assist* me in packing my trunk. I took advantage of his offer, because I always *admired* the way in which he was able to put my *complete* wardrobe into a small trunk without crushing any of my clothes. Just as he had *completed* putting the first suit into the trunk, I *imagined* I heard someone talking in the next room. George *obtained* a club and went softly into the next room. *Meanwhile* I tried to *finish* the packing. Suddenly I heard a great row. I rushed into the next room to *rescue* my brother who I *thought* was getting the worst of it. Imagine my surprise when I saw him calmly standing there with a parrot on his shoulder.

Exercise

I. Use a synonym for the italicized words without changing the meaning of the paragraph. Here are some suggested words to use:

aid	save	plan	short
whole	stated	entire	secured

thought	finished	believed	intended
approved	complete	generally	in the meantime

II. Instead of the italicized expressions in the following sentences, use other expressions having about the same meaning. See page 249.

1. Uncle Peter *had no faith in* my ability to pack his trunk.

2. He *had received assistance from* my little brother in preparing for the journey.

3. *It was his purpose* to take a trip to California.

4. *Generally* he *finished* his packing the night before he left.

5. *Hence* his trunk was always ready in time.

6. *I made use of the chance* to play a little trick upon my uncle.

7. *Therefore* I moved the trunk into another room.

8. *Meanwhile* the expressman arrived to take the trunk to the station.

9. Of course my brother *was not to blame for* the loss of the trunk.

10. *The outcome was* that he received a quarter for finding the trunk.

37. Using the Correct Words after *It Is*

You have learned that it is correct to say:

It is *I*
It is *she*
It is *he*
It is *we*
It is *they*

I. Answer the following questions by using one of the expressions given on page 197. You may answer affirmatively or negatively. When you answer affirmatively, you say *It is.* When you answer negatively, you say *It is not.*

1. Is this lady the one who came to visit you after luncheon?
2. Is it these people you mentioned?
3. Is it you and I who are to play the tennis match at the club?
4. Is your sister the new arrival?
5. Is it the teacher who came into the room?
6. Is it Mr. and Mrs. Brooks that your mother expects this evening?
7. Are you the person who argues so much?
8. Is it you who appealed to me for some help with your history lesson?

II. The same words *I*, *she*, *he*, *we*, and *they*, are used after *It was.*

Where necessary, change the wording of the questions in the preceding exercise so as to require the answer *It was* instead of *It is.*

38. Using the Apostrophe in Contractions

I. Rewrite the following sentences, using contractions whenever possible:

1. Does he not understand me?
2. Can you not remember the rule?
3. Is he not as good as you?

4. They are very queer people.
5. I am afraid to go home alone.
6. Please do not talk so loudly.
7. We are all friends.
8. What is the matter with you?
9. Could you not see the step?
10. He does not see very well.

II. Complete one of the following stories by writing the conversation as you imagine it. Use contractions wherever possible.

1. We started on our trip, but neither Bill nor I had taken the trouble to bring any lunch. After we had walked five miles, Bill looked at me and said . . .

2. I was not proud of my report card for the month, and naturally was not anxious to show it. When I arrived home, Mother said . . .

3. Fifteen minutes after the boxing gloves had arrived, I was showing Norman how to use them. By accident I hit him squarely on the nose. "That," he blubbered . . .

4. No one was at home and I was hungry. I had often seen my sister Angela making pancakes, and thought I could make them easily. Just as the room was full of smoke, Angela came in. "My!" she exclaimed . . .

Second Review

I. Choose the correct word to be used in each of the following sentences:

1. Stand up (*between, among*) your many friends.
2. You must run (*between, among*) the two aisles.

3. You told a story to Mary and (*I, me*).

4. My father and (*we, us*) children take a daily bath regularly.

5. Who saw the sunrise? (*We, us*).

6. She is the (*sweeter, sweetest*) girl of the two.

7. Which is the (*more, most*) famous? Edison or Marconi?

8. My dog is the (*more, most*) affectionate of my two pets.

9. Did John and (*she, her*) take that cake?

10. It was intended for you and (*he, him*).

II. Use the correct word (*is, are*) or (*was, were*) in the blank spaces:

1. ——— these windows clean?

2. There ——— four panes of glass missing.

3. John and his sister ——— going with us.

4. One of us ——— too heavy.

5. He and I ——— to blame.

6. ——— he and you friends?

7. Mr. Brown and Mr. Jones ——— waiting in the other room.

8. There ——— too many people in this room.

9. Yesterday you ——— better prepared.

10. Each of us ——— likely to make a mistake.

III. Write three original sentences illustrating the rule about beginning the words *north, east, south,* and *west* with capital letters.

IV. Rewrite the following paragraph, writing indirect quotations for each direct quotation:

Alice frightened her old nurse by shouting in her ear. She then said to the kitty, "Let's pretend that you're the

Red Queen, Kitty. Do you know, if you sat up and folded your arms, you'd look exactly like her." But the kitten wouldn't fold its arms properly. So, to punish it, she held it up to the Looking-Glass, that it might see how sulky it was. "And if you're not good directly," she added, "I'll put you into the Looking-Glass House."

V. Rewrite the following sentences, using contractions instead of the words in italics:

1. The French language *is not* as difficult to write as it is to speak.
2. *He is* awakened by the song of birds.
3. *What is* the history written by Dickens?
4. *She is* a friend of mine.
5. *That is* the best work I have seen.

VI. Change the order of words in the following sentences without changing the meaning.

1. Have you read the story of the discovery of America in your new history book?
2. Before Columbus, the Vikings discovered America.
3. They and other Northmen sailed across the great ocean.
4. On certain parts of our coast they beached their boats, and explored the neighboring region.
5. No permanent settlement, however, was made in America by the Northmen.

VII. Write a sentence using each of the following words. Then write another sentence using a synonym for the words given.

entire	declare	assistance
purpose	imagine	generally

VIII. Write a short paragraph explaining how to send a package by parcel post or how to register a letter.

IX. Write a letter to your teacher explaining your last absence from school.

X. Write from memory one of the poems you have studied this term.

39. Explaining a Process

Brushing the Teeth

It is very important to learn to take care of your teeth properly while you are young. Many people have discovered that they could have escaped pains and aches if they had known earlier in life how to take care of their teeth.

You can avoid trouble by brushing your teeth properly at least twice a day, after getting up in the morning and before going to bed at night. To brush the teeth properly, get a toothbrush that is neither too soft nor too hard. Dip the brush into salt water or use a good tooth paste. Then brush the teeth vigorously for a minute, letting the bristles get between the teeth to take out the little pieces of food which may have lodged there. The backs of the teeth near the gums usually retain bits of food. Be sure to brush the backs of the teeth thoroughly to remove all such particles.

When you have finished the brushing, wash the toothbrush carefully with warm water and hang it up to dry.

The first paragraph tells you one reason why it is important to take good care of the teeth. What other reasons can you suggest?

What does the second paragraph tell? The third paragraph?

What kind of brush is recommended?

Where must you use special care in brushing the teeth?

What is to be done with the brush?

Here is an outline for the composition which the writer probably had in mind:

1. Why care of the teeth is important
2. How to brush the teeth
    a. How often they should be brushed
    b. The kind of brush
    c. How to use it
    d. Special care
3. How to care for the brush

Written Exercise

Change each of the first five sentences in the composition "Brushing the Teeth" by beginning with some other word found in the sentence. Are your sentences in direct or transposed order?

A Class Project

Prepare an outline for a class talk on one of the following topics:

How to shine my shoes	How to launder a handkerchief
How to pack a lunch box	How to cover a book with paper
How to make a bed	How to clean a fountain pen
How to mop a floor	How to blow up a bicycle tire
How to spin a top	How to stop nosebleed

After collecting all the information you need, write on the topic you selected. Draw an illustration to catch the interest of your reader, or cut one from a newspaper or magazine.

Self-Criticism. Criticize your composition. Ask yourself the following questions:

1. Have I followed my outline?
2. Are my statements correct?
3. Can a reader of my composition follow my directions?
4. Have I made any mistakes in English or punctuation?

40. Learning to Accent Words

You have learned to use the dictionary to find the meanings of words, and to divide them into syllables. The dictionary also tells how to accent words. The word *impossible* is accented on the second syllable. The dictionary informs you of this by the little accent mark over the second syllable, thus: *im pos′ si ble.*

Where is the accent placed in the following words? Check your answers by consulting the dictionary.

municipal	inquiry	idea
interesting	evidently	area
lyceum	positively	theater
abdomen	automobile	comparable
address	hygiene	rejoice
possible	particular	respect
constantly	future	rescue

41. Using Capitals

Review all the rules for the use of capital letters which you have learned this year.

Which words in the salutation of a letter are written with capitals? Give an example.

Which words in the complimentary close are written with capitals? Give an example.

Which words in the titles of books or compositions are written with capitals? Give an example.

When are the words *north, east, south* and *west* capitalized? Give an example of each.

Now read the following sentences:

The Declaration of Independence and the Constitution of the United States are the two most important documents in our possession. The former was written in the early part of the war for Independence, and the latter was written some years after its close. The Constitution is based upon several plans of self-government tried out during the Period of Colonization.

Declaration of Independence and *Constitution of the United States* are the names of documents.

Revolutionary War is the name of an event.

Period of Colonization is the name of an epoch.

Use a capital for each important word in the name of an event, epoch, or document.

Read the following paragraph, and explain the use of each capital letter:

In 1787 Shay's Rebellion in Massachusetts forced the closing of the State Courts. In 1794 the Whiskey Insurrection in Pennsylvania required the use of fifteen thousand Federal troops to suppress it. Later in our history the passage of The Fugitive Slave Law brought on another wave of lawlessness. The *New York Tribune* declared that it would be better to blow up the Capitol at Washington than to allow the law to be passed. In the South, the Dred Scott Decision was hailed with joy, while in the North the law was not obeyed. The Fourteenth Amendment gave the negro the right to vote. Sometimes the right was observed in the North, but for a long time it was not observed in the South.

42. Giving Information

The Boy Who Would Be Strong

If the life of Lincoln teaches us that poverty is a handicap that can be overcome, then the life of Roosevelt teaches us that a delicate body need not hold a man back from success. As a little boy Roosevelt had asthma, and it seemed as though he would never grow up. At eleven he was tall, thin, narrow-chested, and had legs like pipestems. He was so nearsighted that he seemed awkward and clumsy. Altogether, he must have been a picture of a sickly, retiring boy.

As he read his well-loved stories of outdoor life, he determined that he would be strong. "I will believe myself fearless and strong so that I can hold my own in the world," he determined. So he practiced hard in the gymnasium, he swam, he took boxing lessons, he rowed his boat over stormy

waters, he tramped and camped in the woods. When he was ready to enter college, he was still slender, but his muscles were firm and he was in better physical condition than many of his fellow students. He had developed all his physical power.

THEODORE ROOSEVELT

What use did he make of this self-built body? Because of his clean life and his new constitution, he was able to stand the strain of a public life as few other men have ever done.

He was always active and vigilant, strenuous and positive in every position he held—as colonel of the Rough Riders, governor of the State of New York, President of the United States, and as a great explorer and hunter. Without a sound body, he could never have accomplished what he did.

What Theodore Roosevelt did other boys can do. To the boy having the will of "T.R.," even a delicate body is not unconquerable.

Here is a lesson from the life of one of our greatest Americans, Theodore Roosevelt. It has a meaning for every boy and girl who is privileged to live in the country of Roosevelt and Lincoln.

Mention three forms of exercise that helped to build up the hero of this story.

What other reasons are given to account for his ability to do hard work?

From what physical defects did he suffer in childhood?

What positions did Roosevelt occupy?

How did he act in public life?

Oral Exercise

I. Look up the following words in the dictionary, and suggest a synonym for each:

handicap	strain	positive
delicate	vigilant	accomplished
retiring	strenuous	unconquerable
developed	overcome	determined

II. Answer the following questions about yourself:

How tall am I?
How much do I weigh?
Am I overweight or underweight?
Am I nearsighted?
Do I need glasses?
Is my hearing perfect?
Do I sleep well?
Have I an appetite for my meals?
What is my favorite exercise?
Do I walk erectly?

Written Exercise

I. Write a paragraph about yourself, telling what you know about your physical needs.

II. Write a paragraph telling how to improve your own health or that of another pupil.

III. Write from dictation the third paragraph of the article about Roosevelt. Compare your work with the printed copy and correct every mistake in spelling, punctuation, and English.

43. Study of a Poem

An Apple Orchard in the Spring

Have you seen an apple orchard in the spring?
An English apple orchard in the spring?
When their spreading trees are hoary
With their wealth of promised glory,
And the mavis pipes his story
In the spring?

Have you plucked the apple blossoms in the spring?
And caught their subtle odors in the spring?
Pink buds bursting at the light,

Crumpled petals baby-white,
Just to touch them a delight!
In the spring?

Have you walked beneath the blossoms in the spring?
Beneath the apple blossoms in the spring?
When the pink cascades were falling,
And the silver brooklets brawling,
And the cuckoo-bird a-calling
In the spring?

Have you seen a merry bridal in the spring?
In an English apple country in the spring?
When the brides and maidens wear
Apple blossoms in their hair;
Apple blossoms everywhere,
In the spring?

If you have not, then you know not, in the spring,
Half the color, beauty, wonder of the spring.
No sight can I remember,
Half so precious, half so tender,
As the apple blossoms render
In the spring!

WILLIAM WESLEY MARTIN

The first three stanzas of this poem tell us what a boy who probably lived in the country remembers about the apple trees in the spring.

Which stanza makes the prettiest picture?

Why does the poet say the trees are *hoary?*

What is the "wealth of promised glory?"

What is a mavis?

What is meant by "pipes his story"?

Read the lines in the second stanza that show why the author compares the buds with a baby.

What are the "pink cascades?"

What is the meaning of *brawling?*

The last stanza tells the reader what he has missed by not doing the three things mentioned in the first three stanzas. What are the three things the poet liked to do in the spring?

Write an original poem, telling what you like to see in the spring.

44. The Game: "What Kind of"

The object of this game is to use the proper words in Group II to describe a person or thing in Group I. The class may be divided into two teams, or two pupils may play the game. The first pupil selects a word from Group I and asks a question about it beginning with the expression, *what kind of*, or *what sort of*.

EXAMPLE: *What kind of* party did you attend?

The pupil of whom the question is asked must repeat the question, and then select an appropriate word from Group II to tell about the party.

EXAMPLE: *What kind of* party did I attend?
I attended a *jolly* party.

Take care that you never use *a* after the expression *what kind of* or *what sort of.*

Points in the game: (1) Each side gets one point for using the correct expression, *what kind of,* or *what sort of;* (2) Each side loses one point for using a wrong expression, *what kind of a,* or *what sort of a;* (3) The person who answers the question gets a point if he picks out a suitable word to describe the kind of thing named in the question.

Group I		Group II	
appetite	occasion	wonderful	bad
courage	opportunity	hearty	excellent
advice	quarrel	firm	serious
prize	property	valuable	splendid
leader	victim	jolly	important
guest	fault	merry	favorable
laughter	invitation	sad	mischievous

45. Using Words of Comparison

Use one of the following words in each of the sentences below:

admirable	taller	best	gay
innocent	tallest	less	splendid
excellent	more careful	least	guilty
shorter	most careful	more beautiful	favorable
shortest	better	most beautiful	disgraceful

You have learned that such expressions as *larger* and *more beautiful* are used in speaking or writing of two

persons or things. The expressions *largest* and *most beautiful* are used in speaking or writing of more than two persons or things.

1. This is the ——— book of the two.
2. Is Frank the ——— of the three brothers?
3. I have ——— money than Mary.
4. Who is the ——— worker, Tom or Jack?
5. This is the——— rose of the dozen.
6. Which one of you two boys is the ———?
7. He is ——— in the use of English than any other boy.
8. Of the children in this room, that boy is the ———.
9. Let us take the——— of these two roads.
10. The rose is considered by some people the——— of all flowers.
11. It is——— to cheat than to fail.
12. My father's answer to my request was ——— than I had expected.
13. This is the ——— result I have ever had.
14. Your conduct is ——— than that of any other member of the club.
15. Tom was the ——— looking boy I had ever seen.

46. When to Use *Don't* and *Doesn't*

When referring to one person or thing, we say, *he doesn't, she doesn't, it doesn't, Mary doesn't.*

When referring to two or more persons or things we say, *they don't, we don't, the boys don't.* We also use *don't* with *I.*

Remember that *doesn't* means *does not.*

In each of the following sentences use the correct form:

1. (*Don't, doesn't*) the arrival of an unexpected guest provoke your mother?

2. (*Don't, doesn't*) it often happen that you make good progress in your lessons?

3. (*Don't, doesn't*) the value of an excuse depend upon the person who makes it?

4. (*Don't, doesn't*) people measure the importance of an event by its effect on later events?

5. Why (*don't, doesn't*) a guilty person suffer rather than an innocent person?

6. As Europe (*don't, doesn't*) raise cotton, it must import it from America and from Egypt.

7. Although I have confidence in your good intentions, my private means (*doesn't, don't*) permit me to buy your property.

8. This invitation (*don't, doesn't*) state the time of the party.

9. If a favorable opportunity (*don't, doesn't*) present itself soon, you will not be able to greet the general.

10. This victim of many disasters (*don't, doesn't*) ask for relief.

47. Dramatization

The Lord Helpeth Man and Beast

During his march to conquer the world, Alexander the Great came to a people in Africa who dwelt in a remote and secluded corner, in peaceful huts, and knew neither war nor

conqueror. They led him to the hut of their chief, who received him hospitably.

"For what reason art thou come among us?"

"I would become acquainted with your manners and customs."

"So be it," rejoined the other. "Sojourn among us as long as it pleaseth thee."

At the close of this conversation, two citizens entered as into their court of justice. The plaintiff said, "I bought of this man a piece of land, and as I was making a deep drain through it, I found a treasure. This is not mine, for I bargained only for the land, and not for any treasure that might be concealed beneath it; and yet the former owner of this land will not receive it."

The defendant answered, "I hope I have a conscience as well as my fellow citizen. I sold him the land with all its contingent, as well as existing advantages, and consequently the treasure inclusively."

After some reflection the chief said, "Thou hast a son, friend, I believe?"

"Yes."

"And thou," addressing the other, "a daughter?"

"Yes."

"Well, then, let thy son marry thy daughter, and bestow the treasure on the young couple for a marriage portion."

Alexander seemed surprised and perplexed.

"Thinkest thou my sentence unjust?" the chief asked him.

"Oh, no!" replied Alexander, "but it astonished me."

"And how, then," rejoined the chief, "would the case have been decided in your country?"

"To confess the truth," said Alexander, "we should have

taken both parties into custody and have seized the treasure for the king's use."

"For the king's use!" exclaimed the chief. "Does the sun shine on that country?"

"Oh, yes!"

"Does it rain there?"

"Assuredly."

"Wonderful! But are there tame animals in the country, that live on the grass and green herbs?"

"Very many, and of many kinds."

"Aye, that must then be the cause," said the chief. "For the sake of those innocent animals the All-Gracious Being continues to let the sun shine and the rain drop down upon your country, since its inhabitants are unworthy of such blessings."

SAMUEL TAYLOR COLERIDGE

How many characters are needed to dramatize this story? Let the class select four groups of players. Each team should plan how it will dramatize the story, and then present the dramatization to the class. The class will decide which team is the best. The best team may then present the play to another class or to the school assembly.

48. Using the Correct Word

Select the correct word from the following list to fill in the blank spaces in the sentences below:

into, of, beside, to, at, by, from, in, for, among

1. I was amazed ——— your conduct.
2. The lesson was soon brought ——— a close.

3. Did you receive assistance ——— anyone?

4. I have no faith ——— remedies advertised in the newspapers.

5. Did he expect to exchange his camera ——— a pair of shoes?

6. Was that an invitation ——— a picnic?

7. We went ——— a party instead.

8. I cannot afford another coat ——— this one.

9. Meanwhile, you may borrow a book ——— George.

10. It is impossible to divide one apple ——— so many people.

11. My father was displeased, because I did not go ——— my cousin's house.

12. ——— you, who else was ——— the dinner?

13. I am particularly fond ——— grapes.

14. Lieutenant Manning plunged ——— the water to rescue the passengers.

15. My father celebrated his birthday ——— going to work as usual.

49. Taking Sides

Should the teacher or the pupils select the monitors for the class?

Some people think that the best results are obtained if the teacher appoints the monitors. Others think that, in this grade and in the higher grades, pupils are able to select the monitors and officers of the class.

You may take either side of the question and think of three reasons for your opinion. The class may then divide into two teams, one team supporting the idea

that the teacher should do the selecting of the monitors; the other, the idea that the pupils should select them. Each pupil may give his opinion.

Pupils who take the opposite side will undoubtedly give arguments which you can answer. Put down three arguments that you can answer, and think of a good answering argument.

EXAMPLE:

One pupil says: The teacher should select the monitor because she is responsible for the class. She knows which pupils are leaders better than the pupils know. The pupils will respect a monitor selected by the teacher.

A pupil on the opposite side might say: The teacher cannot do the work alone. Pupils need training in self-government. Pupils respect their own selections just as grown people respect the men they elect to public office.

WRITTEN EXERCISE

Take either side of the question "Should monitors be selected by the pupils or by the teacher?" Write a paragraph giving your opinion supported by at least three reasons. Think of the following: (1) a good beginning sentence; (2) good connectives; (3) a good closing sentence.

50. Using Antonyms

Change the meaning of the following sentences by using antonyms for the words italicized. Make such other changes as the sense requires.

1. My *friend seldom* arrives late.
2. In the *past* he was *guilty* of this offense.
3. The *departure* of an ocean steamship is *seldom* delayed.
4. In the *future* he will announce his *arrival* by ringing the bell.
5. How *often* do you see your *friend?*
6. The *innocent* person was punished.

51. A Reading Test

The following selections are from one of the truly great books of America, Edward Everett Hale's *The Man Without a Country*. Philip Nolan had in anger declared that he never wanted to see or hear of the United States again. As he was about to die, he begged that now, after fifty years of silence and ignorance, someone might tell him of his country and its history. He knew nothing of what had happened in America between 1807 and 1863. Out of pity for the dying man, his friend told him of the happenings of that period.

Read these selections carefully:

1. " 'God bless you! Tell me their names,' he said, and he pointed to the stars on the flag. 'The last I know is Ohio. My father lived in Kentucky. But I have guessed Michigan and Indiana and Mississippi—that was where Fort Adams is,—they make twenty. But where are your other fourteen? You have not cut up any of the old ones, I hope?' "

2. "He bade me take down his beautiful map and draw them in as best I could with my pencil. He was wild with

delight about Texas and told me how his cousin died there. He was delighted as he saw California and Oregon. Then he settled down more quietly, and very happily, to hear me tell in an hour the history of fifty years."

3. "How I wished it had been somebody who knew something! But I did as well as I could. I told him of the English war. I told him about Fulton and the steamboat beginning. I told him about old Scott and Jackson; told him all I could think of about the Mississippi and New Orleans, about Texas and his own old Kentucky. He asked who was in command of the 'Legion of the West.' I told him it was a very gallant officer named Grant, and that by our last news he was to establish his headquarters at Vicksburg. 'Where was Vicksburg?' I worked that out on the map."

4. "I tell you Ingham, it was a hard thing to condense the history of half a century into that talk with a sick man. And I do not know what I told him—of emigration, and the means of it;—of steamboats and railroads, and telegraphs;—of inventions and books and literature;—and West Point and the Naval School; of the colleges—but with the queerest interruptions that you ever heard. You see it was Robinson Crusoe asking all the accumulated questions of fifty-six years."

5. "I remember he asked, all of a sudden, who was President now; and when I told him, he asked if Old Abe was General Lincoln's son. He said he met old General Lincoln, when he was quite a boy himself, at some Indian treaty. I said no, that Old Abe was a Kentuckian like himself; he had worked up from the ranks. 'Good for him!' cried Nolan, 'I am glad of that.' Then I told him everything I

could think that would show him the grandeur of his country and its prosperity."

6. "I thought he was tired and would sleep. But in an hour, when the doctor went in gently, he found Nolan had breathed his life away with a smile."

Oral Exercise

Do you think Nolan loved his country? Why? Why did he die with a smile on his lips?

How many great men are mentioned in this selection? Which was an inventor? What did he invent? Which were generals? In what paragraph is a President mentioned? What sentence reminds us of the lowly life that the President once lived?

What was "the English war"? By what name do we know it now? In what war do we hear of Vicksburg? Why is Vicksburg famous? What is meant by the last sentence in paragraph 4? Why was Nolan like Robinson Crusoe?

Why were not all these states—Mississippi, Michigan, etc.—admitted to the Union before 1807? What did the railroad have to do with the admission of the Western states? Why did Nolan not know about the railroad and the telegraph? What is meant by emigration?

Do you suppose Nolan was much surprised at the grandeur of his country? Why?

Exercise

I. Imagine Nolan in a similar situation now, and imagine that you are his friend. Suppose he knew

nothing of the events of the past thirty years. What would you be able to tell him?

See whether you can write exactly what you would say to him. Prepare an outline of your information somewhat like the following, and make each a separate story:

1. Inventions: airplane, submarine, automobile, wireless, radio
2. Growth of our country
3. Our Presidents; our great men
4. Our wars,-particularly the World War

II. Test your composition for interest by determining whether it sounds like real conversation.

52. Learning to Pronounce Words

You have learned to look up words in the dictionary for several purposes: (1) to learn their meanings; (2) to find how they are divided into syllables; (3) to find how they are accented.

Now you are ready to use the dictionary to find how words are pronounced.

You will find in the front of the dictionary and at the bottom of each page a key which shows how letters in words are sounded. Suppose the key gives the word *not* to show how the letter *o* is pronounced. Sometimes this short sound of *o* is shown by a little mark over the *o*, thus: *ŏ*. Then every time an *o* is sounded like the *o* in *not*, it is printed *ŏ*, thus: *stŏp*, *bŏx*, *stŏck*.

Examine the key in your dictionary and then look up the pronunciation of the words given below:

almond	quay	bomb	deficit
kiln	bade	banquet	depot

53. Telling an Anecdote

A friend of my father's who was in Paris during the war was telling us how good it sounded to hear "American" over there.

"One day," he said, "I wanted to find out just where I was. I stopped a man and asked him in my very best French how to get to Notre Dame. He listened to me, and when I finished, he said, 'Old Top, I don't understand a thing you say, but I'd help you if I could.' I just about fell all over myself with joy at hearing good United States! I said to him, 'My boy, I don't care whether you can answer my question or not, but your sentiments are fine' "

Oral Exericise

I. After reading this anecdote, close the book and make sure that you recall it. Tell the story to someone at home.

What sentence should be spoken with a smile?
What sentence should be spoken with a chuckle?
What sentences should be spoken seriously?

II. Prepare another anecdote to tell your classmates on story-telling day.

Class Criticism. Criticize some of the stories told in class, looking back to pages 12 and 88 for the outline for criticism.

Third Review

I. Change the order of words in the following sentences without changing the meaning. Make such other changes as the sense requires.

1. You avoid many pains and aches by proper care of the teeth.
2. Brush the teeth vigorously and rinse the brush afterward.
3. The backs of the teeth retain particles of food.
4. At the age of eleven Theodore Roosevelt wore glasses.
5. In college he and his classmates practiced rowing and swimming.

II. Complete the following sentences:

1. Nolan begged to hear something of the history of his country because . . .
2. He knew about Ohio but . . .
3. I took down a map and . . .
4. I did as well as . . .
5. He asked me if . . .

III. Combine the following sentences by using one of the words in this list: *but, therefore, yet, since, still.*

1. Our men were ready. They had no ammunition.
2. They were handicapped. They were successful.
3. The officers were prepared. The enemy did not surprise them.
4. We entered the town. We had driven the enemy out.
5. The enemy was beaten. They would not surrender.

IV. Use the correct form of the words in parentheses in the following sentences:

1. They (*drink*) so much water because they ate fish.
2. We (*go*) to bed, but could not sleep.
3. Finally I (*lead*) the way into the dark room.
4. One of them (*tear*) the flowers from my hands.
5. I (*see*) you downtown with him.

V. Select the correct word from the following list to fill in the blank space in each of the following sentences:

into, off, from, in, between, of, to, at, with

1. You will receive a ticket ——— the conductor.
2. Take that ——— your head.
3. This table is made ——— iron.
4. We stood ——— two walls.
5. Put the letter ——— the envelope.
6. Let us go ——— the circus.
7. On our way we will stop ——— the market.
8. ——— whom do you live?
9. ——— whose house do you study?
10. He had four books but not one ——— them was a history.

VI. Divide the following words into syllables and place an accent mark over the syllable which should be accented. For example, *u′ ni verse.*

Then look up the words in the dictionary and give yourself one point for each word that you have marked correctly.

particular	airplane	consider	progress
especially	athletic	conservative	complete
purpose	municipal	distinguish	occasion
suggest	interesting	despicable	disgrace
favorable	address	divan	neglect

VII. Use any proverb which you have learned as a beginning sentence in a paragraph. Complete the paragraph.

VIII. Write one of the letters suggested in Lesson 18, page 168.

IX. Be prepared to tell an anecdote which you have read in a magazine, or in a newspaper. It should not take longer than one minute to tell.

X. Prepare an outline for a composition on one of the following:

1. How to cover a book
2. How to measure yourself
3. How to wash a handkerchief

54. Combining Sentences

The little fellow neglected his work *if* he did not have enough sleep.

when
since
because
whenever
although
as

The two parts of the above sentence may be joined by any one of the words in the column. Notice the different meanings which the different joining words give to the sentence.

Exercise

Combine the following short sentences in each pair by using one of the words given above:

1. The explorers were amazed. The Indians exchanged greetings with them in English.
2. Once the savages tried to spy on the company. The company was reading the Bible.
3. They expected a favorable answer. They had sent some splendid knives with gaily colored handles.
4. Some foolish fellow displeased an Indian. He gave a saucy answer to him.
5. In colonial times children were not allowed to play ball. Playing ball was considered improper as a game.
6. Children displeased their parents. They played games on the Sabbath.
7. Hence all children went to church. They preferred to please their parents.
8. In colonial days a young man disgraced himself. He was seen with a young woman on the Sabbath.
9. A man would tickle the nose of people who fell asleep. He passed them in walking up and down the aisles.
10. In one colony it was unlawful to kiss your mother. She was sick.

55. Completing a Story

Here are some stories that you may complete. Choose the one which you like, and then make an outline. Tell the story to your classmates before writing it.

1. Father had received a brand new fountain pen as a Christmas present. I asked him to let me take it to school and he said, "You may take it, but be sure to take good care of it." . . .

2. Our dog hated the cat that lived next door. One day we went away and forgot to tie the dog. When we came back. . . .

3. It was marble time and Henry had no marbles. His father had said that if the boys wanted marbles, they must earn them. . . .

4. Usually Mary helped her mother with the dishes. This evening, however, just as mother began to clear away the dishes, the door bell rang. . . .

5. I used to step on every manhole cover that I saw. Now I have no more faith in them. . . .

6. Simpkins had planned to spend the day in reading. Just as he settled down, in came his father. . . .

7. None are so deaf as those who will not hear. It was snowing hard and of course I wanted my sled. I asked my brother who had it last week to bring the sled. . . .

56. Study of a Poem

ETIQUETTE

The Gossips tell a story of the Sparrow and the Cat,
The Feline thin and hungry and the Bird exceeding fat.
With eager, famished energy and claws of gripping steel,
Puss pounced upon the Sparrow and prepared to make a meal.

The Sparrow never struggled when he found that he was caught
(If somewhat slow in action he was mighty quick of thought),
But chirped in simple dignity that seemed to fit the case,
"No Gentleman would ever eat before he'd washed his face!"

This hint about his Manners wounded Thomas like a knife
(For Cats are great observers of the Niceties of Life);
He paused to lick his paws, which seemed the Proper Thing to do—
And, chirruping derisively, away the Sparrow flew!

In helpless, hopeless hunger at the Sparrow on the bough,
Poor Thomas glowered longingly, and vowed a Solemn Vow:
"Henceforth I'll eat my dinner first, *then* wash myself!"—
And that's
The Universal Etiquette for Educated Cats.

ARTHUR GUITERMAN

Why was the cat disturbed about the criticism of his manners?

What did the sparrow chirp in simple dignity?

What did the cat answer?

What is the meaning of *etiquette?*

57. Study of a Picture

Which of these boys live in the country? Which live in the city? What makes you think so?

What are the boys doing? Have you ever carried water from a well? Tell about it.

Where would you be likely to find a well of this kind? When were wells of this type common? How was water raised from this well?

Imagine the story of finding the well as told by one of the city boys when he reached home. Tell or write the story.

58. Explaining a Process

A girl misspelled 8 words in her test and spelled 24 correctly. What was her mark on the test?

It is easy enough for you in this grade to do a sixth-grade problem in arithmetic, but it is not so easy to explain it to someone else. This is the way in which one pupil explained the above problem:

Add 8 and 24 to find out the total number of words in the test. Then, since she spelled 24 words out of 32 correctly, she should receive 24/32 of 100%. Reduce 24/32 to 3/4. 3/4 of 100% is 75%. Her mark on the test is, therefore, 75.

Oral Exercise

Explain the following problems:

1. On the ocean, speed is reckoned in knots, instead of in miles. The *Bremen* traveled at the rate of 27.83 knots per hour. Since a knot is equal to 1.15 miles, what would be the *Bremen's* rate of speed in miles, per hour?

2. The community toboggan slide in one of New York's suburbs is 50 feet long. In upper New York state there is a coasting hill which measures 1550 feet. How many times longer is the second hill?

3. The Better English Club of one of the sixth-year classes assembled for the election of a secretary. There were 60 pupils in the class. Two-thirds of them voted for Marion, and the rest for James. How many votes did Marion get? How many did James get?

4. An air pilot started from Roosevelt Field and flew to a height of 16,500 feet. The next day another aviator de-

cided to beat that record. He reached a height of $3\frac{3}{4}$ miles. Which of the two pilots flew the higher?

59. Ordering a Booklet of Information

16 Waverly Place
New York, N. Y.
November 15, 1930

The A. B. Caldwell Co.
29 Howard Street
Detroit
Michigan

Gentlemen:

Kindly send me a copy of your booklet *Home-Made Radios.*

Yours truly,
Andrew Dickinson

In writing for a booklet or a catalogue it is necessary to give only the name of the booklet or the catalogue which you wish. It is not necessary to state why you want it or how you heard about it.

Very often business houses that have catalogues or booklets to give away advertise the fact in newspapers or magazines, and print a form to be filled out.

It is always well to use such forms when they are offered. In the first place, using the form saves time. In the second place, by using the form you may be sure that you have given the business house all of the necessary points of information.

Here are several such forms. Copy them and then fill them out properly.

COUPON—FREE INFORMATION WITHOUT OBLIGATION

Funk & Wagnalls Company Dept. 1209
354–360 Fourth Avenue,
New York, N. Y.

Gentlemen: Please send me full information regarding the Funk & Wagnalls New Standard Dictionary of the English Language (Unabridged). I understand that this request does not obligate me in any way, and that no agent will call upon me.

Name.....
Street Address.....
City.....State.....

To the ALEXANDER HAMILTON INSTITUTE,
13 Astor Place, New York, N. Y.

Send me the new revised edition of "Forging Ahead in Business," which I may keep without charge.

Signature.....Business Position.....
Business Address.....

IN CANADA, address the Alexander Hamilton Institute, Limited, C. P. R. Bldg., Toronto.
IN AUSTRALIA, 11c Castlereagh St., Sydney.

60. Telling a Story from Imagination

Complete one of the following stories. Make your story interesting by giving the names of people who

appear in the story. Use broken quotations in giving the exact words of the speakers. Look up the facts in your history whenever it is necessary.

1. I shall never forget Christmas Day in 1777, when my father took me to visit the soldiers at Valley Forge.

2. My brother and I were playing "Indians" on Griffin's wharf, where the British tea ships were anchored. At about eight o'clock John said, "Let's go home and go to sleep." But there was no sleep for us that night.

3. My father was always a light sleeper. If a cat moved during the night, she would awaken him. At about three o'clock in the morning my father shook me roughly by the shoulder and whispered, "Get up quickly. Paul Revere has given the alarm."

4. Sunday was very quiet for us boys in Plymouth in 1789.

5. As good luck would have it, I was the only boy in camp who could play a bugle. That explains why I, a lad of fourteen, was allowed to cross the Delaware with General Washington.

6. Everyone called me "Pigmy" and made jokes at my expense. Once, however, my size helped me win a battle. It was the night before Wolfe captured Quebec.

61. Using Punctuation Marks

Write the following paragraphs either from dictation or from the copy in the book. Be sure to use punctuation marks where they belong.

The shells had been passing over the roofs of houses in the neighborhood of the school. You can imagine how frightened the children were. They had practiced raid drills during which the class was quickly taken out of the building or into the cellar. In some cases the children began to cry when the bombs began bursting. In one school the teacher started singing, and all the little ones joined in.

In another school a little fellow of five said to his teacher, "Teacher are you frightened?"

She could not very well tell a falsehood for she was frightened; so she said, "Do I look frightened?"

"We're not afraid either, teacher," said an older boy. "God is taking care of us and watching over us, isn't He?"

62. Organizing Knowledge

You probably know a great many facts in history, in geography, and in the other subjects which you study in school and elsewhere. The best way to remember what is worth remembering is to arrange these facts under proper headings. When people arrange their facts under proper headings, they say that they organize their material.

Here is an example of how the facts on a subject may be organized:

CAUSES OF THE REVOLUTIONARY WAR

1. Daniel Boone and the moving frontier
2. Taxation without representation
3. The Stamp Act
4. The tax on tea
5. The Boston Tea Party

Notice that only the very important facts are mentioned in this outline, and that the less important or minor facts are omitted.

EXERCISE

Under four or five headings organize one of the topics suggested below. You must, of course, consult your history to make sure of your facts.

1. Territory acquired by the United States up to 1860
2. The Indian Wars during colonial times
3. The Spanish explorers
4. French settlements in America
5. The disputes about slavery
6. The causes of the Civil War
7. The Union plan of campaign during the Civil War—The three great Divisions
8. Places of historic interest in New York City
9. Great patriots during the Revolutionary War
10. The most important battles during the Revolutionary War

63. Telling a Story from an Outline

Here are some outlines for stories. Select one which you think you can tell. Before telling the story suggested by the outline, think of (1) a good beginning; (2) a good ending.

If you need help, review pages 14 and 32.

A. The Lost Purse
   1. When I missed it
   2. Why I valued it
   3. The search
   4. Where I found it

B. A Traffic Block
   1. Late for the party
   2. Waiting for a car
   3. What caused the block
   4. My arrival

C. Finding a Pot of Paint
   1. Where I found it
   2. Where I took it
   3. What I did with it
   4. What happened to me

D. The Alarm
   1. When I noticed the smoke
   2. How I made sure
   3. How I sent in the alarm
   4. When the engines arrived

WRITTEN EXERCISE

Write the conversation between two characters in the story which you like best. Use broken quotations where possible.

64. Words Often Mispronounced

I. These words are often mispronounced. Read them aloud. If you are not sure of the pronunciation of any word, consult your dictionary.

letter	athletic
butter	jewel
gymnasium	poetry
apricot	civil
girl	catch
history	such
government	long

longer (pronounced long′ger)
stronger (" strong′ger)
younger (" young′ger)
English (" Eng′glish)

II. Read the following sentences aloud:

1. Linger longer in the English room, and your English will be stronger.
2. The government sent the letter by airplane.
3. Our athletic society admits no girls to the gymnasium.
4. Such words you will find only in poetry.
5. The younger of those athletic girls frequently catches the ball.
6. The history of the Civil War tells how the government plans were carried out.
7. The youngest of these English girls knows how to make butter.
8. Apricot pies must bake longer than apricot tarts.

65. Troublesome Expressions

1. Stand *in front of* me.
2. Stand *behind* me.
3. Stand *back of* me.

Note that we do not use the word *in* with the words *back of*. We may use the word *at* with the words *the back of*, but then the thought is quite different. For example,

1. The boy is standing *back of* the teacher.
2. The boy is standing *at the back of* the room.

Oral Exercise

I. Beginning with the first pupil in your row, name each pupil and say, "Back of ——— sits ———."

II. Answer these questions in complete sentences:

1. In what part of the room is the teacher's desk?
2. Who sits in front of the teacher's desk?
3. Name the pupil who sits back of the first pupil in your row.
4. Who sits at the back of your row?
5. Who sits back of you?

Written Exercise

Write five sentences using the words *back of* correctly.

Write five sentences using the words *at the back of* correctly.

Write five sentences using the words *in front of* correctly.

66. Telling a Story

The Farmer and the Mountebank

In the city of Thebes there once dwelt a very rich man who frequently provided entertainment for the people of the city. One day he offered a reward to anyone who would produce something new, something that had never been done by any other entertainer. Artists from all over the world

were drawn to Thebes to compete for the prize, and among them was one called Lela, who was a mountebank.

On the day of the entertainment the theater was so crowded that it could not contain all the spectators who tried to push their way into the place. At last Lela's turn came. He stepped upon the stage dressed in his ordinary clothing, and without any instrument with which to perform. Suddenly he thrust his head down on his chest and imitated the squeaking of a pig so naturally that the audience said he

had a pig under his cloak. To prove that he had no pig, Lela took off his cloak, and then the audience voted his entertainment the most novel of all.

The rich man then asked, "Is there anyone here who can do better than the mountebank?"

A farmer who was present said, "I saw this novel performance, but I think I can do better than that."

"Very well," said the rich man. "You shall have your chance tomorrow."

The next day the theater was more crowded than ever. The audience, however, was prepared to laugh at the farmer rather than to judge his performance. So when the mountebank stepped forth and began to grunt like a pig, the audience laughed and applauded. Now the farmer had actually brought along a little pig which he hid under his cloak. When his turn came, he pinched the little pig's ears till he made it squeak. The people voted that the mountebank's imitation was more natural than the farmer's and they hooted and hissed until the farmer left the stage. Before going, however, the farmer took the pig from underneath his cloak and holding it aloft called, "Now, gentlemen, you may see what fine judges you are."

Oral Exercise

I. Tell this story in your own words.

II. Think of other expressions you could use instead of the following. Wherever necessary use your dictionary.

there once dwelt	spectators
provided entertainment	applauded
artists were drawn to Thebes	mountebank
offered a reward	to compete

III. Tell the story as you imagine the farmer would tell it to a friend.

IV. Change the story so that, instead of imitating the squeak of a pig, the entertainers tried to do something else. For instance,

1. Paint a picture of an animal
2. Make a sound like a bell
3. Imitate a buzz saw

67. Varying Sentences

I. Vary the sentences in the first two paragraphs of the preceding story by beginning each with a different word found in the sentence.

II. In sentences which contain direct quotations, change the latter to indirect quotations.

III. Change each broken quotation to an unbroken quotation.

68. Giving Reasons

The Advantages of Living Under Democratic Government

Have you ever stopped to consider why so many peoples of foreign lands flock to our shores? It may be that your own father and mother or your grandparents were born in some European country. Why not try to become acquainted with their reasons for leaving their native lands.

Our American history tells us that many of the first settlers came here because they were unable to enjoy religious freedom at home. Others came with the idea of acquiring

greater wealth, others were prompted by the love of adventure, and still others came for want of a greater freedom—Democracy.

Most countries today are free from the persecutions of two or three centuries ago; however, there are still many foreigners who dream of making their new home with us.

America would like to welcome all those who desire to come, but this is impossible because of our immigration laws. Therefore only a certain number are able to settle here each year.

A Class Discussion

Why do foreigners wish to come to America? What do we have here that they do not have at home? There must be something in America that has an attraction for the people of Europe. What is it?

Can you think of anything you have in America that seems better than the things they have in other countries? Why is it better to live in the United States than in Russia or Mexico?

A Class Project

Select some foreign country. Gather some facts concerning the government, the customs, and the opportunities of that country. Compare it with our own.

Be ready to give the class in a proud, confident manner your reasons why it is better to live in a country like America and under a government such as ours, than in the country you have chosen to compare with it.

Stand erect. Face the class. State your reasons in three complete, correct statements. Speak in a clear, distinct tone.

Written Exercise

Imagine that a boy or girl of your own age living in some foreign country has written you a letter in which he tries to prove that his native land gives him better opportunities than any other. Write this child a letter, giving the reasons why you prefer the United States.

Before you write, make your outline. Be courteous, be friendly in tone, but show that you do believe in America.

See that your letter is correct in form and punctuation and in the address of the envelope.

FINAL REVIEW AND TEST

I. Change the order of words in the following sentences without changing the meaning:

1. Helen Keller is the name of a wonderful woman.
2. From birth she was deaf, dumb, and blind.
3. Although she can neither see nor hear, she has accomplished much.
4. This brilliant lady is today a writer of articles and an author of books.
5. To her the violin is beautifully alive.
6. By looking within herself, she found the meaning of the world.
7. So sensitive is Helen Keller that she is familiar even with the sputter of a flame.
8. Helen Keller has told the story of her life in lectures throughout the country.

II. Write three original sentences containing broken quotations.

III. Divide the following words into syllables and place an accent mark over the accented syllable. Look up the words in your dictionary. Each correct marking will count one. Each word which is correctly divided into syllables will count one.

suggest	ascending	instrument
future	spectator	inquiry

explanation	audience	particular
architect	theater	intention
ornament	accented	completed

IV. Select the correct word from the following list to fill in the blank spaces in the sentences below:
at, for, into, from, back of, behind, to, at the back of

1. The members of the basket ball team walked ——— the gymnasium from their dressing rooms.
2. First came the captain; ——— him came the guard.
3. They all lined up ——— the room.
4. The guard motioned that I should get ——— him.
5. After the game we went ——— an ice cream parlor.
6. We took a car ——— Madison Avenue and asked ——— a transfer ——— the conductor.

V. Write a topic sentence for a description of one of the following:

1. Someone in your class
2. A pet animal
3. An interesting sight on a street

Write the paragraph for which you have prepared the topic sentence.

VI. Choose the correct word to be used in each of the following sentences:

1. You worked very (*good, well*) today.
2. This work has taken you and (*he, him*) too long.
3. John works more (*careful, carefully*) than James.
4. I want this table for you and (*she, her*).
5. In front of the door (*was, were*) two men.

6. Neither of you boys (*is*, *are*) the one I want.
7. The upper and the lower parts of the house (*was*, *were*) for rent.
8. The upper part of the house is the (*cheaper*, *cheapest*).
9. I thought it was (*she*, *her*).
10. She is the (*taller*, *tallest*) of the group.

VII. Write from memory not less than ten lines of any poem you have studied this term.

VIII. Make an outline for a composition using one of the following topics:

1. How to take care of a pet or a window box
2. How to set a mouse trap
3. How to play a game

IX. Write a letter to the R. H. Sweetser Co., 56 Broadway, New York, N. Y. Tell them that you ordered some article (describe it) and that they sent you the wrong article. Tell them what you want done about it.

GRADE VOCABULARY

1. Words

admire
admit
advantage
afford
although
amaze
appeal
appetite
apply
approval
argue
arrange
arrival
assistance
attend
because
belief
brief
catch
celebrate
compare
complete
confidence
constant
declare
discourage
disgrace
displease
distrust
effect
either-or
encourage
enemy
error
especially
exactly
excellent
exchange
excuse
expect
fare
fault
favor
favorable
figure
future
gay, (gayly)
general
greet
guest
guilt
guilty
hence
honest
imagine
importance
impossible
increase
innocent
intention
invitation
match
meanwhile
measure
mention
merit
mischief
neglect
neither-nor
obtain
occasion
opportunity
otherwise
particular
possibly
prefer
private
problem
progress
property
provoke
purpose
reception
relief
repent
rescue
resent
respect
saucy
seldom
since
sole
solitary
solve
spirit
splendid
spy
suggest
summon
therefore
tongue
unless
value
victim
vote
wherever

2. Phrasings

completed—brought to a close—finished

distrusted—did not trust—had no faith in—lacked confidence in

generally—as a general thing—usually

hence—as a result—because of this

it was his purpose—he had planned

made use of the chance—seized the opportunity—took advantage of the occasion

the outcome was—the effect was—as a result

therefore—for that reason—because of that

was innocent—was not guilty—was not to blame for

was helped by—received assistance from—was aided by

while that was happening—meanwhile

3. Synonyms

aid—help—assistance

brief—short

declare—state—tell

deserve—merit

entire—complete—whole

get—obtain

intention—purpose

imagine—think

rescue—save

4. Antonyms

arrival—departure

enemy—friend

future—past

guilty—innocent

seldom—often

5. Words for Pronunciation Drill

especially

expect

future

innocent

neglect

particular

respect

suggest

6. Using the Grade Vocabulary

The words and groups of words contained in the following story are those that you should know how to use correctly in this grade. Your teacher will dictate some of the sentences and will then give directions how to use these words in sentences and paragraphs of your own.

How Robin Hood Won the Golden Arrow

Robin Hood, attended by his hundred men in Lincoln green, led a gay and merry life in Sherwood Forest. Here his band preferred to live in their rude shelters of logs, rather than in splendid houses such as the rich can afford. Their soft beds of dried leaves compared favorably with the downy couches of the well-to-do. They satisfied their appetites on the excellent fare which their swift arrows provided. Seldom did the men go hungry, and never did they repent that they had joined Robin Hood.

Although his men were chosen because of their daring, their fine spirit, and their great skill in the use of arms, Robin Hood himself was respected and admired by each of them, for he was a match for the best among them all. He encouraged his men to increase their skill by constant practice. Therefore he took advantage of every opportunity to let his men match their skill against each other as well as against their enemy, the Sheriff of Nottingham.

To the sheriff, Robin Hood was an outlaw because the latter was guilty of shooting a deer in the private grounds of the king. Many times the sheriff had tried to capture Robin Hood without success. The very mention of the name

of the saucy fellow filled him with anger. The spies whom he had sent out to take the outlaw declared that it was impossible to make Robin Hood a prisoner in Sherwood Forest. The sheriff lost confidence in his men and was greatly displeased with them.

One day he sent a trusted man with a warrant to summon Robin Hood to court. The outlaws greeted the messenger kindly, gave him a friendly reception in their hut, feasted him until he fell asleep, and then robbed him of his warrant.

The great Sheriff of Nottingham was at his wits' end. "The problem of catching this outlaw is beyond me. Can none of you solve it for me?" he bellowed to his men. "We can't afford to let him roam the woods, robbing rich men of their property and scoffing at the law. You are a disgrace to the service."

Now truth to tell, the sheriff's men loved Robin Hood and frequently came to his assistance when he was in danger. Even the gate keepers shut their eyes when Robin Hood went through the gates that they might truthfully say they had not seen his well-known figure. But men do not like to be told that they are neglecting their duty and therefore they were much provoked by the sheriff's words.

"Now, sheriff," said one, "It is not our fault if . . ." "Hold your tongue," roared the sheriff, "and think of something better than excuses." Then someone suggested that the sheriff arrange a great archery festival for the sole purpose of trapping Robin Hood. "He'll surely come, especially if the prize is interesting," said one of the men. The sheriff accordingly promised to give an arrow of beaten gold to the archer who could hit the target nearest the center.

When Robin Hood heard of the contest, he declared his

intention to go and, if possible, win the prize. "Don't go, master," said his men. "It may be a trap." Now Robin distrusted the sheriff but he was anxious to show his skill; therefore he said, "Never fear ye. I shall accept the kind invitation of the sheriff and present myself on the great occasion in such manner that my best friend won't know me." His men too disguised themselves; some appeared as barefoot friars; others as honest ploughboys who stared with innocent faces at the strange sights of the town. Robin Hood himself, was hardest to recognize. His yellow hair was dyed a deep brown; over his left eye he wore a black patch; his Lincoln green he had exchanged for a bundle of beggar's rags. His right leg seemed to have become shorter than his left leg so that he walked with a painful limp. Little John was amazed when he saw Robin Hood thus decked out. "I admit, master," said he, "that not even your own mother will know you."

The field where the contest was to be held, near the celebrated town of Nottingham, was a splendid sight to behold. The gentle folk and the people of importance dressed in gay silks and velvets were seated on benches which had been especially built for the occasion. There too sat the sheriff and his lady in garments of state richly trimmed with ermine, each wearing a great golden chain about the neck. Not ten paces away from the sheriff stood a solitary beggar dressed in rags, with a patch over one eye, and leaning heavily on a stick, for the poor fellow was badly lamed.

The sheriff ordered the contest to begin. The targets were placed exactly eighty yards from where the archers were to stand. Each archer was to have one shot. The ten who shot the best were then to shoot again. From these ten, the best

three were to be selected. These three would then shoot again and the one who came nearest the center of the target would win the golden arrow.

"Where's Robin Hood?" whispered the sheriff to the sergeant-at-arms. "He's not here, I'm confident, for I know all these men except four," answered the sergeant. "Two of them are too tall for Robin, yon little fellow is too short, and that solitary beggar has dark hair and is blind in one eye. It is my belief that he will not dare show himself."

The sergeant was right glad that Robin Hood was not among the guests as he truly believed. But he was in error, for he was looking at Robin Hood without knowing him.

So excellent was the marksmanship of the archers that day that each won the approval of the assembled company. Finally the three best shots were selected and they were David of Doucaster, William O'Mound, and the limping beggar. David shot first, his arrow falling near the center of the target. Then William's arrow came within a hair's breadth of the very center. Then Robin Hood struck the exact center and a great shout went up.

After a brief pause, the sheriff called Robin Hood to his side. "You merit a better calling, my friend. I know you shoot better than that coward Robin Hood who dared not come here today. Will you join my service?"

"That I will not do," answered the limping beggar, but the displeased eye of the sheriff warned Robin Hood to make his stay short before his fiery spirit got him into any mischief. The effect of the sheriff's words, however, did not wear off so easily. Robin Hood was easily provoked to anger by any slur on his courage. "I won't have even my enemy

think me a coward," said he. "I'll let him know that it was Robin Hood who carried off his golden arrow."

That evening the sheriff was grumbling to his men about the complete failure of the plan to capture Robin Hood. "He's a coward, but I'll . . ."

Just then something crashed through the window, whizzed past the sheriff's ear, and struck the wall opposite. It was an arrow to which was tied a bit of writing. It told the sheriff that the winner of the golden arrow was Robin Hood who hoped that the sheriff would do him the favor of making the next prize a golden bow to match the golden arrow.

APPENDIX

The Use of Capital Letters

1. Begin every sentence with a capital letter.

2. Begin every proper name with a capital letter.

3. Begin words derived from proper names with capital letters.

4. Begin each line of poetry with a capital letter.

5. Begin the words *east*, *west*, *north*, and *south* with capital letters when they are used to name sections or parts of a country.

6. Use capital letters in writing the words *I* and *O*.

7. Begin the first word of a direct quotation with a capital letter.

8. Use capital letters to begin each important word in the name of a document, epoch, or event.

9. Use a capital letter for the first word and for any name in the salutation of a letter.

10. Use a capital letter for the first word only in the complimentary close of a letter.

11. Use a capital for any important word in a title of a book, composition, play, or poem.

12. Use capital letters for titles prefixed to proper names.

13. Begin the days of the week, the names of months, and all holidays with capital letters.

Marks of Punctuation

1. Place a **period** after every statement.

The sun is shining.

2. Place a **period** after abbreviations.

Capt., Mr., Jan., Mrs.

3. Place a **question mark** after every question.

Where are you going?
"Is this your book?" asked my father.

4. Place an **exclamation point** after an exclamation.

How warm it is!
Oh! how it hurts!

5. Use a **comma** or commas to separate the name or title of the person addressed from the rest of the sentence.

Mother, may I go out to play?
Sir, have you come for information?

6. Use **commas** to separate words in a series.

The man sells oranges, apples, and peaches.

7. Use a **comma** to separate a direct quotation from the rest of the sentence.

Roosevelt said, "Thrift is common sense applied to spending."

"He's coming," said John.

8. Place a **comma** after the words *yes* and *no* when they are used at the beginning of sentences.

No, I do not know that man.
Yes, I shall go tomorrow.

9. Use a **comma** to set off words out of their natural order.

In making arrangements for our trip, we forgot to provide food for our dogs.

10. Inclose the exact words of another in **quotation marks.**

"Please tell me your name," said the boy.

11. Place **quotation marks** around each part of a broken quotation, and separate from the rest of the sentence by a comma.

"Are you sure," asked the giant, "that you have brought all your apples?"

12. Use an **apostrophe** in the possessive forms of nouns.

Mary's, children's, boys'.

13. Use an **apostrophe** to denote the omission of letters in a contraction.

isn't, aren't, 'tis, we're.

14. Use a **colon** after the salutation in a business letter:

My dear Sir: Gentlemen:

15. Use a **hyphen** when a word of more than one syllable must be divided at the end of a line.

For two bodies to occupy the same space is impos-
sible.

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